

# *LA* GRANGE

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A FOUR YEAR  
LIBERAL ARTS COLLEGE

BULLETIN 1989-90

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# Communications Directory

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For prompt attention, please address inquiries as indicated below:

General Information . . . . .	Office of the President
Admissions . . . . .	Director of Admissions
Alumni Interests and Gifts . . . . .	Director, Alumni Activities
Bequests and Gifts . . . . .	Director of Development
Business Matters and Expenses . . . . .	Business Manager
Educational Program . . . . .	Dean of the College
Public Relations and News . . . . .	Director of Institutional Relations
Financial Assistance . . . . .	Director of Financial Aid
Student Affairs and Counseling . . . . .	Dean of Student Development
Summer School . . . . .	Director of Admissions
Transcripts and Academic Reports . . . . .	Registrar
Placement . . . . .	Director of Placement

Visitors are welcome at LaGrange College throughout the year. The administrative offices in the Quillian Building are open Monday through Friday from 9:00 a.m. to 5:00 p.m. Saturday visits may be arranged by appointment. Visitors desiring interviews with members of the staff are urged to make appointments in advance.

The College telephone number is (404) 882-2911.  
(Toll Free: 1-800-476-4925)

Mailing address:  
LaGrange College  
601 Broad St.  
LaGrange, Georgia 30240-2999

LaGrange College admits qualified students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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NUMBER 1



**Bulletin**

**LaGrange, Georgia**





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## CHANGE OF REGULATIONS

The College reserves the right to make modifications in the degree requirements, courses, schedules, calendar, regulations, fees and to make other changes deemed necessary or conducive to the efficient operation of the College. Such changes become effective as announced by the proper college authorities.

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# Calendar 1989-90

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## Fall Term 1989

September 7	Registration for night classes.
September 9	Residence Halls open for new students
September 9, 10	New students meet.
September 11	Residence Halls open for returning students. Evening classes begin.
September 12	Registration for day students. Opening Convocation.
September 13	Day classes begin.
September 18	End drop/add period for day and evening classes. No refund for individual classes dropped after this date. I grades must be changed to permanent grades. Last day for late registration.
September 26	COMP testing for new freshmen and night seniors, required of all who plan to graduate, June 1990.
September 27	COMP testing for new freshmen.
September 28	COMP testing for day seniors, required of all who plan to graduate, June 1990.
October 4	Last day to drop a class with an automatic W.
October 14	Visiting Day for Parents of New Students.
October 20, 21	Homecoming.
November 9	Last day to drop a class.
November 16	Last day of class.
November 17	Reading day.
November 18, 20-22	Exams. End of term.
November 22	Thanksgiving/Christmas break begins at noon.

## Winter Term 1990

January 2	Residence Halls open.
January 3	Registration for day and evening classes.
January 4	Day and evening classes begin.
January 5	End drop/add period for day classes. Last day for late registration for day classes. No refund for individual day classes dropped after this date. I grades must be changed to permanent grades.

January 9	End drop/add period for evening classes. No refund for individual evening classes dropped after this date.
January 25	Last day to drop a class with an automatic W.
February 20	Graduation petitions for June graduation must be filed by this date.
February 27	COMP testing for new freshmen, retesting for seniors (day and evening) who plan to graduate, June 1990.
March 6	Last day to drop a class.
March 10	Make-up day for snow.
March 12	Last day of class, day and evening.
March 13	Reading day.
March 14, 15, 16, 17	Exams. End of term.
March 19-23	Spring break.

## Spring Term 1990

March 25	Residence Halls open.
March 26	Registration for day and evening classes.
March 27	Classes begin.
March 29	Last day for late registration. End drop/add period, 12:00 noon. No refunds for individual classes dropped after this date. I grades must be changed to permanent grades.
April 10	COMP testing for new freshmen, testing begins for June 1991 graduates (day and night).
April 11	COMP testing for June 1991 graduates.
April 13	Good Friday. No classes after noon. Last day to drop a class with an automatic W.
April 16	Easter Monday. No classes.
May 4	Honors Convocation. Begin Parents' Weekend.
May 5	May Day Festivities
May 16	Last day to drop a class.
May 23	Last day of class.
May 24	Reading day.
May 25, 26, 28, 29	Exams.
June 2	Graduation.

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# About LaGrange College

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## Purpose

Since 1831 many men and women, sustained by their faith in God and in humankind, have nurtured and promoted LaGrange College. These men and women have studied, taught, administered and given of their resources so that the dream of excellent Christian higher education would be realized at LaGrange College.

This dream is to provide a liberating academic environment in which students and faculty enjoy the adventure of higher learning. This dream sees a college environment that enables students to discover and value that which is excellent in life; an environment which produces graduates prepared to accept responsibility in contemporary society; an environment distinguished by a faith in God and by an understanding of humankind's place in the universe.

This dream of over 150 years has been the basis of the programs at LaGrange College. Today the College continues to seek ways to achieve this dream and fulfill its purpose:

- by emphasizing undergraduate education with a strong commitment to liberal arts. This is done through the general education curriculum and strong major programs. These major programs are in the liberal arts and sciences as well as other compatible professional areas.
- by offering, where resources permit, academic study in particular areas specifically in response to current community needs. Currently these programs include nursing, graduate business administration and graduate teacher education.
- by fostering out-of-class enrichment (lectures, plays, exhibits, concerts, interest groups) and extracurricular activities (intramural and intercollegiate athletics, religious organizations and opportunities, service organizations and social organizations).
- by promoting healthy guided levels of physical fitness.
- by striving to maximize student success through a strong academic and counseling support system.
- by seeking to attract and retain a faculty who are not only highly competent in their disciplines but who also identify with the purpose of the College.
- by providing a constructive influence on the local area through contributing intellectual, cultural and social leadership; through offering educational opportunities to area citizens; and through encouraging faculty, staff and student participation in local organizations.

- by recruiting students who, through scholastic achievement and potential as well as personal motivation, have indicated their desire to undertake the LaGrange College program.

- by striving to increase its resources at a rate which preserves the financial well-being of the College, supports existing programs, and facilitates program development to meet changing needs and to achieve improvements in quality.

LaGrange College makes its educational opportunities available to students of any race, color, creed, sex or national and ethnic origin, and grants to each student all the rights, privileges, programs, and activities generally accorded or made available by the college. It does not discriminate in the administration of its educational policies, admissions procedures, scholarship and loan programs, or athletic and other school-administered activities.

Adopted by Faculty, Administration, and Board of Trustees, 1989.

## History and Description

The history of LaGrange College is closely associated with the history of the City of LaGrange and Troup County. When the vast tract of land lying between the Flint and Chattahoochee Rivers was secured by the Indian Springs Treaty of 1825 and was opened for settlement in 1827, one of the five counties formed on the western border of the state was named Troup in honor of Governor George Michael Troup.

An act was passed by the Georgia Legislature on December 24, 1827, providing for the selection of a county seat. It was named LaGrange after the country estate of the Marquis de Lafayette, American Revolutionary War hero who had visited the region in 1825 as the guest of Governor Troup. The site for the town of LaGrange was purchased in 1828 and the town was incorporated on December 18, 1828. On December 26, 1831, the charter for the LaGrange Female Academy was granted at the state capitol, then in Milledgeville.

In 1831 Andrew Jackson was president of the United States. Abraham Lincoln was 22 years old. The Creek Indians had been moved out of this area of the state only six years earlier. The only other college in the state was Franklin College, now the University of Georgia.

In 1847 the charter for the school was amended and the school became The LaGrange Female Institute, with power to confer degrees. The name was changed to LaGrange Female College in 1851 and in 1934 it was changed to LaGrange College. The college became officially co-educational in 1953.

The first location of the school was in a large white building at what is now 406 Broad Street. The school moved to its present location "On The Hill," the highest geographical point in LaGrange, after the construction of the building now known as Smith Hall in 1842.



The college was sold to the Georgia Conference of the Methodist Episcopal Church South in 1856. Today it is an institution of the North Georgia Conference of The United Methodist Church.

Strong in the liberal arts, LaGrange College has an outstanding reputation in eight pre-professional programs, including pre-medical and allied fields, pre-law, pre-theology, and engineering.

LaGrange College offers the Bachelor of Arts degree with twenty-one majors, the Bachelor of Business Administration with three concentration areas, and the Bachelor of Science degree in four areas. The Master of Business Administration degree and the Master of Education degree in Early Childhood and Middle Childhood are offered. Associate of Arts degree is offered in four areas.

LaGrange College operates on the quarter system. In addition to the day schedule of classes in the fall, winter and spring quarters, there is an evening session. There are also both day and evening sessions in the summer.

The college draws more than half of its student body from Georgia. With students from more than one-third of the states and from several foreign countries, the college has a cosmopolitan and international representation which includes various religious and ethnic backgrounds.

While proud of its heritage, the college continues to add to and improve its curriculum and facilities to meet the needs of its students today. LaGrange College originated the plan for students to complete fall quarter before Thanksgiving and have a 40-day holiday break. Georgia's leader in granting academic credit through the College Level Examination Program, the college also offers travel seminars, field study programs and internships. The drama department has a resident summer stock theatre company at Callaway Gardens, nearby resort in Pine Mountain. Students in the college's nursing division receive supervised training in many area medical facilities. Campus art exhibitions, lectures, concerts, varsity and intramural sports add to the cultural enrichment and recreational opportunities offered by the college.

The college is located in the town of LaGrange, Georgia, which has a population of 26,000. Nearby are Callaway Gardens, the Warm Springs Foundation and Franklin D. Roosevelt's Little White House. The West Point Dam on the Chattahoochee River provides one of the largest lakes in the region, with waterfronts and marina within the city limits of LaGrange.



## Accreditation

As a coeducational, four-year liberal arts college, LaGrange College is fully accredited by the Commission on Colleges Southern Association of Colleges and Schools, approved by the United Methodist University Senate, and has membership in the National Association of Independent Colleges and universities, the National Association of United Methodist Colleges, the Georgia Association of Colleges, The Council for the Advancement and Support of Education, the Georgia Foundation for Independent Colleges, and the Association of Private Colleges and Universities in Georgia. The Georgia State Board of Education, which confers professional certificates upon college graduates meeting requirements in early childhood, middle school, or secondary education, has awarded highest approval to LaGrange College's program of teacher education.

The National League for Nursing, the officially recognized agency for associate degree nursing programs by the Council on Postsecondary Accreditation, has awarded (highest) accreditation to LaGrange College's nursing program.

## Sessions of the College

The College operates on the quarter system. Each quarter is about ten weeks long. There are four quarters: fall, winter, spring and summer. In the summer quarter, day classes are divided into two five-week terms. A student may elect to attend either or both of the summer sessions. Evening classes in the summer quarter meet in a seven-week term.

Both day and evening classes are available during each of these four quarters. The day and evening classes are sessions of the same academic program; however, with the exception of a limited number of majors it is necessary to attend day classes at some time in order to complete degree requirements.

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# The LaGrange College Campus

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## Library

The William and Evelyn Banks Library, a modern air-conditioned academic learning center, provides up-to-date resources to support and enrich the curriculum and to meet informational needs. The Library provides more than 100,000 volumes of books and bound periodicals, microfilm, microfiche, microcards, filmstrips, audio-cassettes and records. Additionally, the Library subscribes to seven newspapers.

The Library is open seven days a week for a total of 77 hours per week, and is staffed by three professional librarians, four para-professional assistants, and many student assistants. Group study areas and a seminar room for meetings are available for student and faculty use. The Library is a member of the Southeastern Library Network (SOLINET) and the Central Georgia Associated Libraries Consortium.

The book collection is strengthened by substantial contributions. The Bascom Anthony Book Collection has been endowed by Dr. Mack Anthony in memory of his father. The Hubert T. Quillian Book Collection is supported through substantial gifts by the Rotary Club of LaGrange. The Lucy Lanier Nixon Fund has been endowed by the Wehadkee Foundation, Inc. in memory of Mrs. Lucy Lanier Nixon. The Gula Clyde Jinks and Ruth Tarrer Jinks Collection provides outstanding and necessary additional resources for the Library. This Collection, established in 1987, is supported by funds given by the Jinks family.

A service organization, Friends of the LaGrange College Library, supports the library through the purchase of needed library resources. The group also promotes greater cooperation and communication between the library and the community.

The learning process is enhanced at LaGrange College by the Library's special services to students and faculty. Reading, reference, and inter-library loans assistance, by professionally trained librarians, is readily available. The microforms collection includes the complete New York Times from 1851 and many other periodicals.

The Irene W. Melson Room, formerly the Special Collections Room, houses many first editions, as well as the Lafayette Collection. Also included are the Florence Grogan papers and first editions of outstanding publications of LaGrange College alumni, faculty and students.

The Library was completed in 1963. It was named in memory of a former chairman of the LaGrange College Board of Trustees and his wife.

### **Cason J. Callaway Science Building**

Built in 1972. Three-story brick building with latest equipment for instruction in general science, biology, chemistry, math, and physics. Named in memory of a former member of the college's Board of Trustees.

### **Fuller E. Callaway Student Center**

Completed in 1981. Three-story brick building which houses student activities and the campus post office. Named in memory of Fuller E. Callaway, local philanthropist.

### **Warren A. Candler Cottage**

Completed in 1929 as a home for college president. Named in honor of a former Methodist Church Bishop, now deceased.

### **Lamar Dodd Art Center**

Completed in 1982. This building provides a physical environment and the equipment needed for the finest in art instruction, as well as gallery space for the college's outstanding art collection. Named in honor of Lamar Dodd, Georgia artist who was reared in LaGrange and whose paintings have won international recognition.

### **Louise Anderson Manget Building**

Built in 1959. Contains faculty offices and classrooms. Named in memory of an 1894-graduate of the college who served more than forty years as a medical missionary to Hoochow, China, with her husband, Dr. Fred P. Manget.

### **Pitts Hall**

Completed in 1941. Contains faculty offices and classrooms. Named in honor of Mr. and Mrs. W.I.H. Pitts (now deceased) of Waverly Hall, whose philanthropy in the establishment of the Pitts Foundation has meant so much to the college. Pitts Hall houses the electronic equipment for use in modern foreign language instruction.

### **Price Theater**

Completed in 1975. Dramatic arts building with a 280-seat auditorium that has the latest acoustical concepts. Building houses classrooms, offices, scenery workshop, dressing rooms, costume room and actors lounge. Named in memory of Lewis Price, a long-time member of the college's Board of Trustees.

### **Quillian Building**

Built in 1949. Now houses administrative offices — president, academic dean, registrar, business manager, director of development. Named in memory of a former president, Hubert T. Quillian, who served from 1938-1948.

### **Smith Hall**

Oldest building on the campus. The main portion of the building was constructed in 1842 of handmade brick formed from native clay. Addition was built in 1887. Renovation began in 1987 and was completed in 1989 at a cost of over \$2.6 million. Ready for the 21st century, the building now houses offices, classrooms and seminar rooms for the departments of business administration, computer science, history and social work, as well as administrative offices — admissions, financial aid, institutional relations and evening studies; the College's computer center and campus bookstore. The building is named in memory of Mrs. Oreon Smith, wife of former president, Rufus W. Smith, who served from 1885-1915. The building is on the National Register of Historic Places.

### **Sunny Gables**

Located at 910 Broad Street, it houses the LaGrange College Nursing Division. The handsome English Tudor building, a former residence, and six acres of land were purchased by the College in 1973.

### **The Chapel**

Built in 1965. The materials used link it with Christian worship in LaGrange and other parts of the world and include two stained glass windows made in Belgium more than 100 years ago; a stone from the temple of Apollo at Corinth, Greece; a stone from the Benedictine Monastery, Iona, Scotland; a stone from St. George's Chapel, Windsor, England. Regular worship services are held when the college is in session.

### **J. K. Boatwright Sr. Hall**

Completed in 1962. Three-story brick building. Men's dormitory. Named in memory of long-time member of the college's Board of Trustees and chairman of the board's executive committee from 1956-1962.

### **Hawkes Building**

Completed in 1911. Four-story brick building that houses women students. Named in memory of Mrs. Harriet Hawkes, mother of college benefactor, the late A. K. Hawkes.

### **Waights G. Henry Jr. Residence Hall**

Completed in 1970. Five-story brick building. Student dormitory. Named in honor of Dr. Waights G. Henry Jr., who served as president of the college from 1948-1978.

### **William H. Turner Jr. Hall**

Built in 1958. Three-story brick building. Girls dormitory. Named in memory of William H. Turner Jr., a textile executive of LaGrange who was a benefactor of the college, long-time member of the college's Board of Trustees and chairman of the board's executive committee from 1929-1950.

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# Admissions

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It is the aim of LaGrange College to admit those students who demonstrate that they can benefit from a liberal arts education. In the selection of students, careful attention is given to the academic ability of each candidate.

## PROCEDURE FOR APPLYING FOR ADMISSION

An application for admission should be submitted when the student decides he would like to attend LaGrange College. The application should be completed at least one month prior to the beginning of the quarter in which the entrance is desired. Applicants may enroll any quarter.

### Admissions Documents Required

#### Freshmen

1. Application form
2. Application fee
3. High school transcript
4. SAT or ACT scores

#### Transfers

1. Application form
2. Application fee
3. Transcripts of all previous college work (transfers with fewer than 45 quarter hours earned must also submit high school transcripts)

An applicant will be notified as soon as the Admissions Committee has reached a decision. A student's acceptance is tentative, pending satisfactory completion of work in progress. LaGrange College must receive notification of successful completion of such work before acceptance is final.

For dormitory students, a Health Form and a \$50.00 Key-Damage fee are required. The Room Key-Damage fee is refundable if the student withdraws or when the student graduates, provided there are not charges against the student at that time.

Students interested in LaGrange College are invited to visit the campus and may schedule an appointment by contacting the Admissions Office. The telephone number is 404-882-2911; in Georgia, 1-800-252-4455.

## ACADEMIC ADMISSION REQUIREMENTS

**Admission to the Freshman Class:** Prior to enrolling, an applicant is expected to complete requirements for graduation from an approved high school.



A total of 15 units is required with a minimum of 11 units within the following areas:

English	4
Social Studies	3
Mathematics	2
Science	2

LaGrange College students come from a diversity of public and private secondary school backgrounds. Preference is given to applicants who have had strong academic preparation in high school. A typical matriculant will have completed:

English	4
Social Studies	3
College Preparatory Mathematics (Algebra, Geometry, Trigonometry, etc.)	3
Science	3
Foreign Language	2

Desirable electives include additional units of Language, Mathematics, or Science. A basic understanding of Computer Science is also encouraged.

Scores from either the SAT (administered by the College Entrance Examination Board) or ACT (administered by the American College Testing Program) are required of all freshman applicants. Test results should normally be sent to LaGrange College in November, December, or January of the last year in high school.

Mature students with an irregular educational background may qualify for admission by achieving satisfactory scores on the tests of General Educational Development, High School Level.

LaGrange College predicts a student's grade point average using a formula which takes into account verbal and math scores on the SAT and the student's high school grade point average. Students are admitted as "clear accept" if they are predicted to be successful in the academic programs of LaGrange College.

**Clear Accept:** The majority of LaGrange College students are accepted under the clear accept category.

**Early Admission:** Early admission is possible for students who will have completed for junior year of high school. To qualify, a student must have a B+ or better high school average in his academic courses, have ten of the eleven prescribed units, and have a total of fifteen units. Also to qualify, a student must have a minimum score on the College Board SAT of 1050



combined or a composite score of 25 on the ACT. A minimum of 500 on the Verbal SAT or a minimum of 24 in the English subject area of the ACT is desirable. An interview is required of all early admissions students.

**Joint Enrollment:** Recognizing that there is an increasing number of high school students beginning their twelfth grade who need only one or two academic units to graduate and who very often lack sufficient challenge, LaGrange College has adopted a policy for Joint Enrollment at both the College and the student's high school. To be eligible, a student must meet the clear-accept standard of the Admission policy and be recommended in writing by the proper authority at the student's high school.

**On-Trial Program:** This program is for applicants who are unable to qualify for clear-accept admission to LaGrange College, but who appear to have the potential to succeed. All courses taken are for full credit. Students in this program must earn a grade point average of 1.3 during the first quarter or in the first 15 hours of college work. Further information is available from the Director of Admissions.

**Transfer Students:** A student who has been in attendance at another institution may apply for transfer to LaGrange College if he is eligible to return to that institution at the time of entry to LaGrange College. A student may be accepted on probation under the standard probation regulations. All records, including transcripts of all college work attempted, must be complete before the student is admitted to LaGrange College. Applicants may enroll at the beginning of any quarter. Acceptable credit from a junior college is limited to 100 quarter hours. Credits from senior colleges beyond 145 quarter hours may be accepted, but the LaGrange College residency requirement, the general education curriculum, and appropriate major coursework must be satisfied.

LaGrange College is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools and, accordingly, accepts coursework from similarly regionally accredited colleges and universities.

**Transient Students:** Students currently enrolled in good standing at another college, may enroll at LaGrange College as transient students. Approval of course work must be authorized by the primary institution on the Application for Transient Status which is available from the Admissions Office.

**Non-degree Undergraduate Students:** Students not working toward a degree may register as non-degree undergraduate students in any course for which they have the necessary prerequisites. An application for Non-degree Undergraduate Student Status may be obtained through the Admissions Office. Students classed as Non-degree Undergraduate Students may become Regular Students by meeting requirements for regular admission.

**Readmission Students:** Following an absence from LaGrange College of one or more quarters, other than the Summer Quarter, any student who decides to return must submit an Application for Readmission. This form is available from the Admissions Office.

In the event that a student seeking readmission has attended another institution as a transfer (not transient) then that student when readmitted is treated as a new transfer student and is subject to the Bulletin in force at the time of transfer back to LaGrange. On the other hand, students who have not attended another institution are generally governed by the catalog in force at the time of their initial admission. An exception is that students who have been out of school for four calendar years or more re-enter under the Bulletin in force at the time of readmission and resumption of study.

**Foreign Students:** In the past few years the College has hosted students from Norway, New Zealand, Japan, Korea, Kuwait, Venezuela, Ghana, Thailand, Canada, and Brazil. While the foreign students' number is never very large, the College has developed special programs for many of these students.

Admission as a foreign student requires a TOEFL examination with a minimum score of 500 for students for whom English is not their first language. Documentation of completion of the 107 level from one of the ELS Language Centers may be substituted for the TOEFL requirement. Also required are translated and certified documents attesting to academic performances in secondary school and university, if applicable. The Director of Admissions should be contacted for the current interpretation of the regulations concerning obtaining a Student Visa. If the prospective student is in the United States, an interview at the College is desirable and may often be substituted for a TOEFL score.

## ADMISSION TO GRADUATE EDUCATION PROGRAM

### Regular Admission

Prospective candidates for this program will be thoroughly evaluated and screened by an admission committee chosen by the Executive Committee of the Graduate Council. The admission committee consists of three professors with terminal degrees and the Director of Admissions and the Academic Dean as ex officio members.

The student applying for regular admission to the graduate program at LaGrange College should follow the procedure listed below:

1. Make formal application to the Director of Admissions.
2. Submit evidence of a baccalaureate degree from an accredited, four-year institution or evidence of having completed all the requirements for the degree.
3. Submit an official statement of scores on either the GRE (aptitude section) or the NTE (NTE Core Battery Test) or the MAT not more than five years old.
4. Present evidence of having earned an overall GPA of 2.50 (on a 4.00 scale) with at least a 3.00 GPA for the last two years of college work.
5. Submit one official transcript from all institutions where undergraduate or graduate work has been done.

All documents, along with a non-refundable fee of \$10.00 must be received by the College before final acceptance.

### **Conditional Admission**

Conditional admission may be granted at the discretion of the Graduate Admission Committee to students who do not meet all of the above requirements.

### **Transfer Credit**

LaGrange College will accept a maximum of 10 quarter hours of transfer credit from accredited graduate schools. All graduate credit must have been of grade B or better and must have been earned within five years prior to admission to the graduate program at LaGrange College.

## **ADMISSION TO MASTERS OF BUSINESS ADMINISTRATION PROGRAM**

For unconditional acceptance, a student must submit the following:

1. Evidence of graduation from an accredited college or university with a bachelor's degree with a quality point average of at least 2.5 (on a 4.0 scale). A transcript must be obtained from each institution attended.
2. Score on the Graduate Management Admissions Test. A score of 450 is required for unconditional acceptance.
3. A list of three references.
4. A completed formal application.

5. A written essay describing the applicant's work experience and future career objectives.
6. Evidence of a minimum of two years of work experience.
7. Foreign students must submit a minimum score on the TOEFL exam of at least 550.
8. In addition, all applicants must participate in two interviews: a preliminary interview with members of the Admissions staff and a final interview with members of the Department of Business Administration and Economics.

### **Transfer Credit**

Not more than 20 quarter hours of acceptable work (equivalent course work with a grade of B or better) taken within the previous five years will be accepted.

## **ADMISSION TO NURSING PROGRAM**

The nursing program functions within the general admissions policy of the College and has several additional requirements:

1. SAT scores (minimum Verbal 400 and Mathematics 350).
2. Two letters of reference, one from an educator or employer, and one from a personal acquaintance.
3. Health records.
4. A recent photograph.

An interview with a member of the nursing faculty may also be required. Information regarding these requirements will be mailed to the student following acceptance by the College.

A nursing course completed in another nursing program, with a grade of 75% or higher, may qualify for transfer credit depending upon course content. An audit of specified courses may be required for transfer students. Contact the Nursing office for complete information.

Advanced placement by testing is available through a transition course for Licensed Practical Nurses. Further information regarding advanced placement may be obtained from the Nursing Office.

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# Financial Information

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## Payment of Charges

All charges for the quarter are due and payable at registration, and each student is expected to pay at that time.

LaGrange College has no plan for making monthly or deferred payments. Realizing that some families prefer to pay charges on a monthly basis, the College has made arrangements with Academic Management Services to offer interested parents this type service. The plan is an agreement between the parent and the company; there is no involvement by LaGrange College in the agreement. For additional information, contact the Director of Financial Aid.

## Expenses

1. Admission	
Application for Admission (not refundable)	\$ 20.00
2. Tuition	
A. (1)(undergraduate) — per quarter hour	89.00
(2) Normal Load (17 Hrs.), per quarter	1513.00
(3) Nursing (NSG) Courses — per quarter hour	99.00
(4) Graduate (MBA, MED) Courses — per quarter hour	109.00
B. Private Lesson Fees (in addition to tuition charge)	
Piano — (1 hr. credit) per quarter	125.00
Voice — (1 hr. credit) per quarter	125.00
Organ — (1 hr. credit) per quarter	125.00
Chorus — (1 hr. credit) per quarter	N/C*
<i>*No tuition charge unless needed for full-time status</i>	
C. Semi-Private lesson fees (in addition to tuition, and as available)	75.00
D. General Fees — Required of Every Student Enrolled	
(1) less than 12 hours	25.00
(2) 12 hours and over	50.00
E. Course Fees — Select Courses	
Art	30.00
Science Lab	40.00
Computer Science, Business Administration 440	40.00
Nursing Lab, per lab credit hour	25.00
English 010	160.00



## F. Summer Quarter

Summer Quarter charges are listed in the Summer Quarter brochure. Students may write for information regarding offerings and charges.

## G. Audit (per course per quarter) 200.00

All requests for audit courses must be approved by the instructor and Academic Dean. No new freshman student may audit any course during the first quarter of residence at LaGrange College.

## 3. Room (per quarter) — Henry, \$375.00; all others 360.00

## 4. Private rooms are available at additional charge: 180.00

After the beginning of the quarter any student occupying a double room alone will be charged single rates. If two or more students are occupying double rooms on a single room basis and do not wish to pay single rates, it is the responsibility of the individual students to find a suitable roommate. Willingness to accept a roommate will not constitute grounds for waiving this single room charge.

## 5. Board (per quarter) 560.00

*(Note: All students living in dormitories are required to pay board.)*

## 6. Fees — Miscellaneous

Graduation (Regardless of Participation)	Undergraduate	35.00
	Graduate	40.00
Late Registration		20.00
Personal checks failing to clear bank		10.00
Transcript of credits (first two free)		2.00
Student Identification Card Replacement Fee		5.00
Documents Fee (International Students)		150.00
Parking Permit		5.00
Testing Fee (All New Students)		46.00
Room Deposit		100.00



## Summary of Standard Charge

<b>Non-Dormitory Students:</b>	<b>Per Quarter</b>	<b>Per Year</b>
Tuition, Undergrad., Non-Nursing	\$1513.00	\$4539.00
General Fees	<u>50.00</u>	<u>150.00</u>
	1563.00	4689.00

<b>Dormitory Students:</b>	<b>Henry</b>	<b>Others Except Henry</b>	
Tuition	1513.00	1513.00	4539.00
General Fees	50.00	50.00	150.00
Room and Board	<u>935.00</u>	<u>920.00</u>	<u>2760.00</u>
	2498.00	2483.00	7449.00

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All LaGrange College undergraduate degree-seeking students taking 12 hours or more who have been residents of the state of Georgia for twelve consecutive months are eligible to receive a tuition equalization grant regardless of need. The amount of this grant for 1989-90 is \$925. State of Georgia Tuition Grants *MUST* be applied for at registration in order to be processed within the time limit set by the State. Failure to apply on time means the student will not receive the State Tuition Grant and will personally have to pay the amount of the grant.

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Depending on individual requirements, a student may expect to spend \$600.00 to \$900.00 per year on books and personal expenses.

The above charges are applicable to an academic year which is three quarters.

Summer Quarter costs and curriculum are available in a separate bulletin.

Nursing students should consult with the Nursing Division concerning required nursing supplies and their projected costs.

All students must present proof of health insurance at the time of registration. If the student has no insurance, the college will make a charge for lower-cost, limited coverage group hospitalization.

## Refund Policy

No refund of charges of any nature will be made to any student who is suspended or dismissed for disciplinary reasons.

No refunds will be made for courses dropped after dates established by the school calendar.

In the event of *complete withdrawal* from college after registration, refund of tuition will be made from date of registration to date of official withdrawal on the following basis:

Withdrawal	Regular School Year	Summer
	% Refund	% Refund
First seven days	90	80
Within 14 days	80	40
Within 21 days	60	0
Within 28 days	40	—
After 28 days	No refund	

No refund for room or board will be made to any student who withdraws from the dormitory after registration. For a student withdrawing from college, a charge of \$15.00 per day from date of registration to date of official withdrawal will be made in board.

There is no refund of room deposit if student does not enroll.  
The College will not be responsible for loss of or damage to students' personal property.

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# Financial Planning

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## Philosophy

LaGrange College believes that the student and family should contribute to the educational expenses of attending college to the extent of their ability to do so. When family resources do not meet the total costs of attending this institution, a financial need is established. We at LaGrange College will do all we can to assist you in meeting that need. The student should be prepared to assume a measure of responsibility through limited work or through borrowing a reasonable portion of any financial need. Foreign students are not eligible for scholarships or financial aid unless they hold permanent residency status. All aid is awarded without regard to race, sex, sexual preference, creed, color or national origin.

## General Information

Financial need is computed by using a standard need analysis system with confidential information submitted by parents or self-supporting students. The Financial Aid Form (FAF) administered by the College Scholarship Service is the need analysis accepted by LaGrange College.

Applicants for financial assistance need not be accepted for admission to apply. However, the student must be accepted for enrollment before an *official* aid award can be made. **Financial aid awards are made for each academic year. Therefore, students must apply for aid each year.**

## Procedure for Applying for Financial Aid

1. Apply for admission to the college through the Admissions Office.
2. Submit the Financial Aid Form (FAF) to the College Scholarship Service for processing as soon as possible after January 1. This form may be obtained from high school counselors or the Financial Aid Office at the college.
3. Submit the LaGrange College Financial Aid Application to the Financial Aid Office. This form is available on request.
4. All Georgia residents should complete and submit to the Financial Aid Office the Georgia Student Grant Application for the Georgia Tuition Equalization Grant. This form may be obtained in advance from the Financial Aid Office at LaGrange College or completed at registration.
5. Transfer students from other colleges must submit a Financial Aid Transcript from colleges attended previously whether or not financial assistance was received. These forms may be obtained from the Financial Aid Office at LaGrange College and must be returned prior to receiving an aid award.

Financial aid is awarded on an academic year basis. If funding permits, those students receiving assistance during the academic year will be given first consideration for summer awards.

LaGrange College reserves the right to review, adjust or cancel a financial aid award at any time due to changes in eligibility as a result of changes in federal, state or institutional policy, and contingent upon receipt of funds from all funding sources.

## Standards of Satisfactory Academic Progress

The Higher Education Act of 1965, as amended by Congress in 1980 and 1986, requires that a student be maintaining satisfactory academic progress in the course of study the student is pursuing in order to receive any Title IV student financial aid. Satisfactory progress would be implemented throughout the entire course of study prior to and including periods when a student receives Title IV financial aid.

The minimum satisfactory progress requirements for all students, whether or not they are receiving Title IV aid, are those academic requirements imposed by LaGrange College as stated in the **LaGrange College Bulletin** section titled "Academic Probation Regulations." Academic probation or suspension are the same for enrollment as for financial aid eligibility. A student who has been suspended and is later readmitted to LaGrange College may have financial aid reinstated pending approval by the Financial Aid Appeals Committee and the availability of funds.

Beyond those minimum satisfactory progress requirements for all students, there are some additional progress requirements for Title IV aid recipients:

Title IV Aid — Pell Grant  
Perkins Loan  
Supplemental Education Opportunity Grant  
College Work Study Program  
Guaranteed Student Loan  
PLUS/SIS Loans

If a student accepts aid from any program listed above, the student must pass at least the following number of cumulative credit hours based on full time status (at least 12 hours though 17 hours is the normal course load) according to the following sequence of academic quarters. To remain on schedule to graduate in 15 quarters a student must earn a minimum of 39 hours yearly.

<b>At the End of Quarter</b>	<b>You must have earned a minimum of:</b>
3	30
6	65
9	115
12	155
15	195

This means that students who drop courses, withdraw frequently or take courses not related to a degree objective would not be considered as making satisfactory progress toward graduation and thus would be subject to loss of eligibility for all financial aid.

Information on satisfactory academic progress for a part-time student is available from the Financial Aid Office.

To maintain eligibility for Title IV Federal Aid or State programs a student must meet all three (3) criteria specified above (G.P.A., hours earned, and be within the required 15 quarter time frame.)

In the event a student does not complete the required academic credit hours within the specified time, the student cannot receive further financial assistance from the federal programs or state programs.

## **Conditions of Reinstatement**

The Financial Aid Appeals Committee may set specific terms for re-attaining eligibility which may include a student's paying his/her own expenses for a specified time or for a specified number of hours. Any special terms for readmission to the College will also play a part in re-establishing eligibility. It will be the responsibility of the student to notify the Financial Aid Office once any special requirements have been met.

## **Appeal Procedure**

A student may appeal the denial of aid (with the exception of the fifteen quarter time limit) if mitigating circumstances have occurred. This appeal should be submitted in writing to the Director of Financial Aid who will submit the appeal before a Financial Aid Appeals Committee. (This letter of appeal should include (a) reason for failure to meet whichever requirement was not met and (b) reasons why aid should not be terminated.) The Committee, for purpose of hearing the appeal, shall convene within two weeks of the date of receipt of the written appeal and shall inform the Director of Financial Aid of their decision in writing who will then inform the student of the decision within one week of the hearing.



## Recourses of Financial Aid

### SCHOLARSHIPS

All students who are accepted for admission to LaGrange College are included in the applicant pool from which scholarship recipients are selected. LaGrange College does not award athletic scholarships for any athletic program. Academic scholarship recipients are notified in early spring regarding awards and award amount for the subsequent school year. All correspondence regarding scholarships should be with the Director of the Office of Student Financial Planning and never with the donors.

#### Endowed Scholarships

The College has available, through the generosity of individuals, corporations, and foundations a number of endowed scholarships which are administered by the Office of Student Financial Planning. These endowed scholarships are listed below:

**THE PIKE SCHOLARSHIP** was established by Mrs. Ruth Pike Key in memory of her father and mother, Christian Nathaniel Pike and Adella Hunter Pike, (1894), on December 29, 1953, and is awarded to Baptist or Methodist students in the senior year who are majoring in religion or religious education, or who plan to enter a full-time church vocation. Selection of recipients is made by the Department of Religion, the Administration concurring.

**THE JOHN AND MARY FRANKLIN GRANT** was established in 1975 by the Alumni Association of LaGrange College and funded by the John and Mary Franklin Foundation, Inc. The competitive scholarships are awarded based on academic excellence in high school, SAT scores and recommendations of character and personal qualities.

**THE HICKS-SHIBLEY SCHOLARSHIP** was established in 1986 through gifts from family and friends of Dr. John L. Shibley and Dr. A.M. Hicks, professors of thirty-five years at LaGrange College. Preference is given to a biology major.

**THE FLORA GLENN CANDLER SCHOLARSHIP** was established in 1977 by Mr. Charles Howard Candler, Jr. in memory of his mother Mrs. Flora Glenn Candler, a 1898 alumna of the College and the daughter of a Methodist minister, the late Reverend Wilbur Fisk Glenn.

**THE E.J. GRASSMANN TRUST SCHOLARSHIP FUND** was established in 1988 by the E.J. Grassmann Trust in memory of Mr. Grassmann. Scholarships will be awarded based on academic promise, good character and demonstrated financial need.



**THE PEARL WHITE POTTS SCHOLARSHIP** was established in 1981 by her daughters Mrs. Amy P. Burgess and Mrs. Edna Potts. Pearl White Potts is an alumna class of 1894. Recipients will be selected by Mr. James Harlain Fuller IV and Forrest Clark Johnson III. Preference will be given to descendents of Mrs. Pearl White Potts.

**THE WILLIAM LUTHER MCMINN, JR. SCHOLARSHIP** was established in 1986 by Mr. and Mrs. William L. McMinn, Sr. in memory of their son who died in an accident on May 15, 1986, while a student at the College. This scholarship is awarded annually to a student who demonstrates academic promise and financial need.

**THE C. LAVERN MOBLEY SCHOLARSHIP FUND** was established in memory of The Reverend C. Lavern Mobley, a Methodist minister of the north Georgia Conference of the United Methodist Church.

**THE JEANETTE STRICKLAND COOK SCHOLARSHIP** was established by the will of Mr. Benjamin Lane Cook in 1987. The scholarship is to benefit a teacher in the LaGrange School System or the Troup County School System who desires to further his/her education at LaGrange College.

**THE MATTOX-ZACHRY SCHOLARSHIP** was established in 1987 in memory of Kendrick Ware Mattox, Jr., J. Low Zachry and Janie Nall Zachry, and is awarded to students with academic promise and good character with preference to the last recipient if she/he maintains a 3.0 cumulative GPA.

**THE FRANKIE ARNOLD LYLE SCHOLARSHIP** was endowed by the will of Mr. Frankie M. Arnold Lyle, class of 1891. Special consideration is given to students from Jonesboro High School and Clayton County.

**THE J.K. BOATWRIGHT, JR. SCHOLARSHIP** is awarded annually in memory of J.K. Boatwright, Jr., a long time trustee and friend of the college. The scholarship is awarded to students with good character who demonstrate academic promise with preference to business and accounting major who have financial need.

**THE MARY QUILLIAN HARRELL SCHOLARSHIP** was established in 1974 in memory of Mary Elizabeth Quillian Harrell by Dr. Luther Alonzo Harrell, her husband, and her surviving children, The Reverend and Mrs. Ralph Moss, Miss Marie Lilius Harrell and Dr. and Mrs. William Asbury Harrell. Mrs. Harrell was a graduate of the class of 1899. Preference is given to children of a South Georgia minister.

**THE LAURA TURNER FACKLER SCHOLARSHIP** was established in 1980 by Dr. and Mrs. William B. Fackler, Jr., class of 1944, and is awarded to a senior belonging to Kappa Delta Sorority. Criteria specified are scholarship, need and exemplifying the ideals of Kappa Delta.

**THE LINDA GREEN SCHOLARSHIP** was established in memory of Linda Green who died in an automobile accident. This scholarship is awarded to a Troup High School student with preference to a nursing student who will attend LaGrange College. Recipients are selected by the high school and announced at graduation.

**THE KATE HOWARD CROSS SCHOLARSHIP** was established in 1981 by Virginia F. Prettyman of Chapel Hill, NC to honor Kate Howard Cross, Professor of Latin at LaGrange College. Preference is given to history and English majors.

**THE FORREST C. JOHNSON, JR. MEMORIAL SCHOLARSHIP** was established by his wife, Memory Southerland Johnson, an alumna, is awarded to a Troup High School graduate who will attend LaGrange College.

**THE JOSEPHINE A. CASE ART SCHOLARSHIP** was established in 1980. Preference is given to a junior for excellence in art scholarship and promise by "achievement" in that field. It was established by Mrs. J.A. Case and her husband Leland D. Case.

**THE JAMES H. AND TERRELLIS P. SMITH SCHOLARSHIP** was established in 1976 with preference to descendants of the donor's maternal grandparents.

**THE EVELYN POWELL HOFFMAN DRAMA SCHOLARSHIP** was established in 1979 by the family as a memorial. Mrs. Hoffman was a graduate of the class of 1930. This scholarship is awarded annually to a freshman through audition.

**THE ESTELLE JONES CULPEPPER SCHOLARSHIP** was established in 1978 by Dolly Jones House, class of 1915. Preference is given to students preparing for the ministry in the United Methodist Church.

**THE MARY HUNTER LINDSEY SCHOLARSHIP** was established in 1976 provided by The Reverend William Oliver Lindsey, Sr. in memory of his wife, Mary H. Hunter Lindsey, class of 1914. This scholarship is awarded to Methodist students entering their senior year in college and who are preparing for the full-time ministry.

**THE ROGER S. GUPTILL SCHOLARSHIP** is presented annually in memory of the late Dr. Roger Guptill, minister, teacher, and Christian gentleman, to a senior class student majoring in religion and preparing for full-time church service.

**THE FRANCES WADDELL PAFFORD SCHOLARSHIP** is awarded annually in memory of this alumna, class of 1914, and was funded by Mr. W. E. Pafford.

**THE WILLIAM HENRY BELK SCHOLARSHIP** was established in 1972 through the efforts of Mr. James G. Gallant and is awarded annually with special consideration to Presbyterian students or graduates of Rabun-Gap Nacoochee School.

**THE THOMAS HERNDON ESTES MEMORIAL SCHOLARSHIP** was established in 1988 by Mrs. Lettie E. Cunningham in memory of her brother to assist deserving students who need financial assistance to attend LaGrange College.

**THE EUDORA AND WALKER MCGARITY SCHOLARSHIP** was established in 1987 by Mrs. Eudora McGarity and daughter Carole McGarity Jacobs, class of 1958.

**THE MARGARET ALGER PITTS SCHOLARSHIP** was established in honor of Miss Margaret Pitts to provide scholarships for sons and daughters of ordained ministers, \$1000 to dependents of Methodist ministers appointed by the Bishops of both the North and South Georgia Conference and \$300 annually to dependents of ministers of other denominations and states.

**THE ADELIA MEYERS CORBIN SCHOLARSHIP** was established in memory of Mrs. Floyd Stewart Corbin (Adelia Meyers), alumna, to provide scholarships for young ladies of character, ability, and need, with special consideration to students from Augusta, Georgia.

**THE EMILY FISHER CRUM SCHOLARSHIP FUND** was established in 1983 by Mr. and Mrs. Remer H. Crum of Atlanta. Mrs. Crum is an alumna, class of 1935.

**THE WILSON J. AND ESTELLE JONES CULPEPPER SCHOLARSHIP** was established in 1979 by Mrs. Calla Mae Cochran Culpepper. Estelle Jones Culpepper is an alumna, class of '07.

**THE SARA QUILLIAN BALDWIN SCHOLARSHIP FUND** was established in 1978 by Mr. and Mrs. Robert M. Turnell, other family and friends. Mrs. Baldwin is an alumna, class of 1901.

**THE DEMPSEY SCHOLARSHIP FUND** was established in 1981 by Ruth Dempsey, class of 1934 to honor Mr. and Mrs. R.A. Dempsey and R.L. Dempsey.

**THE MARY LEHMANN DODD SCHOLARSHIP** was created to honor the memory of Mary Lehmann Dodd, an alumna of LaGrange Colleg, by her daughter, Irene Dodd, and her husband, Lamar Dodd. The scholarship is available to incoming freshmen or to transfer students majoring in the humanities with preference given to those majoring in visual arts. It is awarded,

without regard to financial need, on the basis of academic promise, as shown by previous grades and SAT or ACT scores and by portfolio evaluation. The scholarship is a yearly grant based on interest available from the scholarship fund principal. Interested students should apply to the Admissions Office, LaGrange College. The deadline for applications is April 15th.

**THE MAXIE C. ESTES SCHOLARSHIP FUND** was established in 1986 by friends and family of Dr. Estes and the LaGrange College Alumni Association. Dr. Estes served LaGrange College from 1962 to 1986 as the Chairman of the Division of the Fine Arts and Professor of Speech and Drama.

**THE BETTY YORK MEYERS SCHOLARSHIP** was established in 1985 by Mr. and Mrs. Alex B. Meyers, class of 1951, in honor of the United Methodist Women of Rose Hill United Methodist Church in Columbus, Georgia.

**THE RANDY POLLARD SCHOLARSHIP** was established in 1982 by the LaGrange College Alumni Association in memory of Dr. C. Randy Pollard, class of 1960.

**THE G. PHILLIP STEWART SCHOLARSHIP** was established in 1987 by Susan Boleyn, '73, in memory of her husband Phillip Stewart.

**THE THELMA C. AND BENJAMIN B. WOODRUFF SCHOLARSHIP** was established in 1985 by Mr. and Mrs. Benjamin M. Woodruff, (Thelma Chunn, class of 1922), and is awarded to students who demonstrate financial need.

**THE POLLY SMITH MOORE SCHOLARSHIP** was established in 1988 by Polly Smith Moore, class of 1927.

**THE HORTENSE HUGHES MOORE SCHOLARSHIP** was established in 1988 by Hortense Hughes Moore, class of 1927.

**THE ELIZABETH STEED FINDLEY SCHOLARSHIP** was established in 1989 by Carter V. Findley and other family members to honor Elizabeth Steed Findley, class of 1930.

**THE WILLIAM R. AND MABEL LOYD ZACHRY — ERNEST T. AND MARY LOYD SCHOLARSHIP FUND** was established in 1988 by nieces Dr. Judy Greer, class of 1957, and Alice Loyd Wade.

**THE HANK SPINKS SCHOLARSHIP** was established in 1988 by Mr. and Mrs. Henry C. Spinks of LaGrange in memory of their son.

**THE MAMIE LARK HENRY DRAMA SCHOLARSHIP** was established in 1978 to honor Mamie Lark Henry, wife of Chancellor Waights G. Henry, Jr., former President of LaGrange College.



**THE LOUISE W. MCCOOK MEMORIAL SCHOLARSHIP FUND** was established in 1985 in memory of Louise W. McCook, wife of Dr. C. Frank McCook, Professor of Religion.

**THE JESSIE RAY WARNOCK SCHOLARSHIP FUND** was established in 1988 by Mrs. Jessie Ray Warnock, class of 1927, to assist needy and deserving students to attend LaGrange College.

**THE LAGRANGE COLLEGE GENERAL SCHOLARSHIP FUND** Provides general scholarships and grants to deserving students based upon need.

**THE JOHN DARWIN FAVER MEMORIAL SCHOLARSHIP FUND** was established in 1983 by the Mattie T. Faver Trust.

**THE RAYMOND E. SULLIVAN SCHOLARSHIP FUND** was established in 1984 by Mr. Raymond Eugene Sullivan.

**THE C. WILLIAM CURRY SCHOLARSHIP FUND** was established in 1984 by Mrs. C.E. Curry as a tribute to Mr. Bill Curry, a faithful Trustee and friend of the College.

**THE LAGRANGE COLLEGE RELIGION DEPARTMENT SCHOLARSHIPS** were established in 1985 by W. Roland Yarbrough, Jr., for a student demonstrating need who is majoring in religion.

**THE J.R. AND MARY EVELYN BELLE-ISLE GRIGGS ENDOWMENT FUND** was established by Mr. and Mrs. James R. Griggs, Jr., in 1980 for scholarships for students majoring in business.

**THE BUCHHEIDT SCHOLARSHIP FUND** was established in 1962 through initial gifts from the Public Welfare Foundation, Washington, D.C. to assist students in receiving an education.

**THE MR. AND MRS. THOMAS H. NORTHEN SCHOLARSHIP FUND** was established in 1947 to provide moneys to the general scholarship fund.

**THE FRANK M. AND JOHN H. RIDLEY SCHOLARSHIP FUND** was established in 1985 through a gift by brothers, Mr. Frank M. Ridley and Dr. John H. Ridley.

**THE COKES CHAPEL MEN'S CLUB SCHOLARSHIP** was established in 1983 by the Men's Club of the First United Methodist Church of Sharpsburg, Georgia.

**THE HOLMES SCHOLARSHIP FUND** was established in 1972 to provide moneys to the general scholarship fund.



## COMPETITIVE SCHOLARSHIPS

### **THE LAGRANGE COLLEGE RESIDENT ASSISTANT SCHOLARSHIP**

Recipients are selected by application from currently enrolled students who desire these positions. Applications are taken by the Dean of Student Development and the Dormitory Directors. Recipients are selected in the spring for the next school year.

**THE LAGRANGE COLLEGE LEADERSHIP SCHOLARSHIPS** are awarded annually contingent upon participation and leadership roles in Baseball, Newspaper Staff, Annual Staff, Choral Music, Literary Staff, Men and Women Soccer, Volleyball, Tennis, Drama, and Softball. Scholarships are renewable.

**THE PRESIDENT'S SCHOLARSHIP** was established in 1988. Gifts to LaGrange College provides scholarship moneys to be used as academic scholarships for the top five applicants accepted for admission for the subsequent fall quarter.

**THE CANDLER SCHOLARSHIP FUND** provides scholarship assistance to students with a predicted grade point average of 3.25 or better. These scholarships are renewable.

## ANNUAL SCHOLARSHIP GIFTS

**THE INGRID BERGMAN SCHOLARSHIP** was established in 1983 in the memory of the Swedish actress, by Mr. and Mrs. Mark Clayton Callaway. The scholarship is for a rising junior or senior theatre major with serious commitment to the theatre and the most promise in the field of drama.

**THE MATTIE NEWTON TRAYLOR SCHOLARSHIP** was established by the Mattie Traylor Sunday School Class of the First United Methodist Church for a ministerial student at LaGrange College.

**THE JEANNE SELLS ADAMS SCHOLARSHIP** is awarded annually in memory of this alumna, class of '53 and funded by the Walter Clifton Foundation.

**THE ALMONESE BROWN CLIFTON SCHOLARSHIP** is awarded annually in honor of this alumna, class of '56 and is funded by the Walter Clifton Foundation.

**THE OAKGROVE COMMUNITY SCHOLARSHIP** was established in 1987 and is funded annually by the Oakgrove Foundation. Preference is given to students from the Oakgrove Community or to Troup County residents who have good character, academic promise, demonstrated need and who will enter the nursing profession or ordained ministry.

**THE LETTIE PATE WHITEHEAD FOUNDATION SCHOLARSHIP AND GRANTS** are awarded annually to deserving women students from the south-east who demonstrate need.

### **ORGANIZATIONAL SCHOLARSHIPS**

Some organizations give financial assistance to students directly or upon recommendation of the Director of Student Financial Planning. Information may be obtained from the Office of Student Financial Planning at the College.

**THE CHEVRON FRESHMAN SCHOLARSHIP** was established in 1985 at LaGrange College. Students must reside in Georgia and must be a mathematic or science major who demonstrates ability and interest in these areas. Heavy weighting is given to leadership and significant participation in extra-curricular activities at the high school level.

**THE LAGRANGE MOULDING COMPANY SCHOLARSHIP** is funded annually by the LaGrange Moulding Company. Preference is given to Troup County residents.

**THE NATIONAL PURCHASING ASSOCIATION SCHOLARSHIP** is funded annually by the Purchasing Management Association of West Georgia located in West Georgia.

**THE UNITED METHODIST SCHOLARSHIPS** Four \$500 annual grants are made to students by the General Board of Higher Education of the United Methodist Church and is limited to students in the top 20% of their high school graduating class.

## OUTSIDE ASSISTANCE

The following agencies and foundations are interested in students from the region and offer assistance on a limited basis to students of character, achievement and need. The student should apply directly to the agency or foundation.

**THE MILLIKEN SCHOLARSHIP** is awarded through the Georgia Foundation for Independent College, Inc. for Region III. Applications are made through the plant at which the student or their parent works with recipients selected by the GFIC.

**THE GEORGE E. SIMS, JR. NURSING SCHOLARSHIP**, funded by the Fuller E. Callaway Foundation and is administered by the West Georgia Medical Center may be available to qualified LaGrange College Nursing Students. The applications deadline for the Sims Scholarship varies each year but is generally in early March. Students interested in obtaining scholarship information and an application should contact the West Georgia Medical Center administrative office, (404) 882-1411 or write the hospital at 1514 Vernon Road, LaGrange, Georgia 30240.

**THE TY COBB EDUCATIONAL FOUNDATION** was established by the late Tyrus R. Cobb to assist capable, deserving, and students who demonstrate need and who reside in Georgia. Scholarships are granted for a period of one academic year but may be renewed for one or more additional years. Scholarships are granted to undergraduate students *beyond the freshmen year* and to students pursuing graduate degrees in law, medicine, veterinary medicine, and dentistry. The Ty Cobb Educational Foundation, P.O. Box 725, Forest Park, Georgia 30051.

**THE JAMES LEON AND MYRTICE MARIE K. PEED SCHOLARSHIP** for students preparing for a career as a minister or missionary and who are residents of the South Georgia Conference of the United Methodist Church. Georgia United Methodist Commission on Higher Education and Campus Ministry, 159 Ralph McGill Blvd, NE, Suite 102, Atlanta, Georgia 30365.

**THE GEORGIA VOCATIONAL REHABILITATION PROGRAM** is funded by the State of Georgia and is designed to assist handicapped students. Contact the State of Georgia Division of Vocational Rehabilitation Services in your district.

**PICKETT AND HATCHER EDUCATIONAL FOUNDATION** This foundation provides loan assistance to residents of the southeastern states who are enrolled as full-time undergraduates in a degree curriculum other than law, medicine, or the ministry. Applicants must have no outstanding educational loans. Pickett and Hatcher Educational Fund, Inc., P.O. Box 8169, Columbus, Georgia 31908-8169.

## LOANS

The following loan funds may be available for emergency situations through the Business Office. For any other student loan the student should contact the Financial Aid Office for other loan program information.

**THE MARTHA DIXON GLANTON LOAN FUND** was established by Mr. Henry D. Glanton in memory of his mother.

**LOUISE PHARR BAYLEN LOAN FUND** Preference given to nursing students.

**STELLA BRADFIELD LOAN FUND** was established by relatives in her memory.

**RUBY CROWE LOAN FUND** was established by friends. Preference will be given to senior women students.

**NADINE CRAWFORD SPENCER LOAN FUND** was established by Mr. and Mrs. C. Mark Whitehead in memory of Mrs. Whitehead's mother.

**LAURA H. WITHAM LOAN FUND** was established by William S. Witham.

**DAVIDSON LOAN FUND** was established by Mrs. J.C. Davidson.

## FEDERAL FINANCIAL AID FUNDS

**PELL GRANT.** This is an entitlement program and funds are available to undergraduate students having exceptional need. Students may apply for the Pell Grant by filing an approved needs analysis form, provided they authorize the release of information to the Pell Grant processor. Grants may range from \$200 to \$2300 depending upon the individual student's financial need.

**SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG).** Limited funds are available to undergraduate students having exceptional need. These grants may range from \$200 to \$900 per year.

**COLLEGE-WORK STUDY PROGRAM (CWSP).** Students who demonstrate financial need and are otherwise eligible may work part time to earn money to help pay their education expenses while attending college. Students are paid the minimum wage and normally are limited to working a maximum of 15 hours per week. Jobs are available in the various administrative offices and various academic divisions.

**PERKINS LOAN.** These loans are available to qualified students who demonstrate financial need. Repayment of five percent (5%) interest and principal begins nine (9) months after a student graduates or otherwise ceases to be classified as having half-time student status.

**STAFFORD LOANS.** This program enables eligible students to borrow from a bank or other lending institution at an interest rate of eight percent (8%) if the student is enrolled and classified as having at least half-time student status, and if the student demonstrates need as evidenced by filing one of the approved need analysis applications. A separate application is required and may be obtained from the Office of Student Financial Planning or from the lending institution.

**THE PARENT LOANS TO UNDERGRADUATE STUDENT/AUXILIARY LOANS TO ASSIST STUDENTS (PLUS).** This is a program from which parents may borrow up to \$4,000 per year to help defray the student's educational costs. Interest is a variable rate with a cap of 12% and will accrue at the time the loan is disbursed and the first payment must be made within 60 days from the date of disbursement.

## STATE STUDENT ASSISTANCE PROGRAMS

To be eligible for assistance from the State of Georgia: (1) The student must be a bona fide Georgia resident, one who has lived in the State of Georgia for 12 consecutive months prior to enrollment and who lives in the state for some purpose other than attending a Georgia institution of higher learning. (2) Both State Assistance Programs require that a student be classified as a full-time student (one who enrolls for a minimum of 12 quarter hours). (3) The student must be a U.S. citizen or classified as a permanent resident alien. (4) The student must not be receiving a scholarship or grant from or through any state agency other than Georgia. (5) The student must be enrolled in good standing or accepted for admission in an eligible non-profit post-secondary college or school located in Georgia.

**GEORGIA STATE TUITION EQUALIZATION GRANT.** The GTEG program provides non-repayable grants to eligible Georgia residents who are either attending approved private (independent) colleges in Georgia or certain out-of-state four year public colleges bordering Georgia. The Grant is \$925 per academic year.

**GEORGIA STATE STUDENT INCENTIVE GRANT.** The SSIG program provides non-repayable grants to students who demonstrate financial need as determined by an approved need analysis form. The application questions are on the State Specific Need Analysis Forms.



**LAW ENFORCEMENT PERSONNEL DEPENDENTS GRANT.** The LEPD program provides non-repayable grants of up to \$2,000 per academic year to eligible Georgia residents who are dependent children of Georgia law enforcement officer, prison guards, or firemen who were permanently disabled or killed in the line of duty. The LEPD Grant is also payable during the summer. Additional information may be required to document eligibility.

## GSFA SERVICE-CANCELABLE LOAN PROGRAMS

The following loans are administered by the Georgia Student Finance Authority (GSFA) for areas of critical need in Georgia.

**State Direct Student Loan (SDLS)** is a Stafford Loan with a service cancellation option for students in an approved critical field program. Each applicant must meet federal regulations governing the Stafford Loan Program and GSFA policies concerning residency, program of study, GPA, etc. There is a grace period, prescribed by federal law, before repayment must begin. The interest on the loan is paid for the borrower by the federal government during most periods of enrollment and during the grace period. Allowable deferments are listed on the Promissory Note. In addition, a student may apply for a cash repayable Stafford Loan through the SDLS program.

**State Sponsored Loan (SSL)** is governed by state law and regulation. Each applicant must first apply for a SDLS and be determined ineligible for the maximum loan amount due to federal regulations (i.e., high Expected Family Contribution). Each applicant must meet GSFA policies concerning residency, program of study or teacher certification, GPA, etc. This loan has a six-month grace period. **However, the interest is not paid for the borrower by the federal or state government.** The interest rate is 8%. Although interest payments are not required during enrollment, grace period, or deferment periods, the interest continues to accrue from the day of disbursement of funds. The accrued interest will be added to the principal balance at the time of repayment and will be included in the service cancellation. This loan program does not include the critical field of Veterinary Medicine, the National Guard loan, or the cash repayable Stafford Loan.

Applications for these loan programs may be obtained from the Office of Student Financial Planning.

## INSTITUTIONAL GRANT AND WORK PROGRAMS

**GRANT IN AID** is a grant program administered by the Office of Student Financial Planning to supplement the family contribution derived from the need analysis form in meeting need.

**WORK AID** is a college administered work program whereby students may reduce the costs of their college expenses through employment on campus.

## OFF CAMPUS EMPLOYMENT

Local businesses employ student in part-time jobs. Such employment is usually arranged by the student and *not* the College. The office of Student Development maintains current job opportunity information and can advise students concerning employment opportunities and responsibilities.

## STUDENT FINANCIAL ASSISTANCE FOR GRADUATE STUDENTS

Students accepted for admission to the MBA or M.Ed. program may be eligible to borrow \$7500 per year through the Stafford Loan Program, provided they meet the following requirements: (1) be a United States citizen or a permanent resident alien; (2) enrolled or accepted for enrollment as at least a half-time student; (3) be in good standing and making Satisfactory Academic Progress; (4) be free of any obligation to repay a defaulted Guaranteed Student Loan/Federal Insured Student Loan; and (5) not owe a refund on a Pell Grant, Supplemental Educational Opportunity Grant or State Student Incentive Grant.

The maximum cumulative loans a student may borrow is \$54,750, including undergraduate loans. Interest of eight (8) percent will accrue, beginning six (6) months after the student ceases to be enrolled at least half time. An approved lender must agree to process the loan.

Contact the Office of Student Financial Planning for further information and an application.

## VETERANS ASSISTANCE

LaGrange College is approved by the Veterans Administration as an educational institution, and eligible students can receive the appropriate benefits while enrolled. The laws which apply to these educational benefits are published in Title 38, United States Code: "Chapter 31 provides benefits for veterans with service-connected disabilities. Chapter 34 provides educational assistance for veterans and service personnel who have served on and after February 1, 1955. Chapter 35 provides benefits for sons, daughters, spouses, and widowed spouses of veterans who have died in service or as a result of a service-connected disability; who have become **permanently and totally** disabled as a result of **service-connected disability**; who have died while disability so evaluated was in existence; or who have been listed as **missing in action, captured, detained, or interned in line of duty** for more than 90 days." Chapter 106 provides benefits for members of the Selected Reserve such as Army Reserve, Naval Reserve, Air Force Reserve, Marine Corps Reserve, Army National Guard, Air National Guard, and the Coast Guard Reserve. Chapter 30 and Chapter 32 provide benefits for eligible veterans who contributed to the educational program.

Disabled veterans should report directly to the Veteran Administration Office for information and application for benefits. Others may inquire and apply for benefits in the Registrar's Office with the VA Certifying Officer at the College.

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# STUDENT DEVELOPMENT

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Student Development Staff is concerned with providing those services which assist individuals in their personal growth. Their purpose is to provide assistance which facilitates the development of the total person. At LaGrange College, the emphasis is upon the intellectual, social, physical and spiritual development of each student.

"Student Services," the term most frequently used to describe Student Development Services, involves a wide variety of programs and activities. The broad range of available services is an outgrowth of complex student needs: orientation, activities, student government, organizations, health services, wellness program, parking, discipline, leadership development, personal counseling, career development and placement, fraternity and sorority socials, and all residence programming. Student Development staff are committed to creating the most positive climate possible within which personal growth and development occur.

## Objectives of Student Development Services

To facilitate the transition from high school to college.

To develop and sustain through student involvement activities, organizations and services a campus life encouraging the cultural, intellectual, social, physical and religious development of all students.

To assist students in discovering life goals and exploring career opportunities.

To provide an opportunity for a student's educational experience to be as personally meaningful as possible.

To create an environment which stimulates qualities of self-discipline and personal responsibility.

To provide a suitable context in which the resident student can explore new ideas, skills and life styles, thus gaining the insight and experience necessary to make intelligent choices.

To provide opportunity for the student to develop the understanding and skills required for responsible participation in a democratic community through involvement in self-government.

To serve a supervisory role in campus community disciplinary concerns; to develop, with campus community involvement, and to distribute the necessary rules and regulations for a harmonious and productive college community.

To mediate, where necessary, among conflicts between individuals and campus community standards.

## **Residence Programs**

### **RESIDENT CLASSIFICATION**

Freshmen, sophomores and juniors taking ten or more hours are required to live in college housing, so long as appropriate campus housing is available. Office of Student Development may exempt a student for one of the following reasons:

1. The student is 21 years of age or over at the time of registration;
2. The student is married and living with spouse within a radius of fifty miles;
3. The student is residing exclusively with parents or legal guardian within a radius of fifty miles; or
4. The student is a veteran with at least two years of active military service.

A senior is defined as a student who has successfully completed at least 151 quarter hours of academic work and who has completed the general requirements. The Student Development Office will have the final decision on all requests for exemption.

Students are assigned rooms of their choice in so far as facilities permit. (Roommates are assigned by mutual preference whenever possible.) The college reserves the right of final approval of all room and residence hall assignments. Also, the college reserves the right to move a student from one room or residence hall to another room or residence hall during the year.

### **ROOM DEPOSIT**

A room deposit of \$100 is required of all resident students. The deposit is not a prepayment to be applied to residence hall charges but will remain on deposit with the college to be refunded, provided the student's account with the college is cleared, upon one of the following: (1) change of status from resident student to commuter student, (2) formal withdrawal, or (3) graduation. The room reservation/damage deposit serves as a room reservation while the student is not occupying college housing and is refundable if a student cancels his/her reservation by the following dates: July 15 for fall quarter, December 15 for winter quarter, March 15 for spring quarter. It serves as a damage deposit while the student is occupying college housing and is refundable when the student leaves college housing minus any unpaid assessments and/or any debt owed to the College. Complete residence information and regulations can be found in "Housing on the Hill," the residence hall guidebook available from the Student Development Office.

### **RESIDENCE GOVERNMENT/ACTIVITIES**

Each housing unit has a hall council which functions as a governing body and also as a coordinating committee to plan activities within the residence halls such as open houses, movie nights, decorating contests and other special events.



## Student Government Activities

The Student Government Association exists to serve as a medium for student expressions, to coordinate campus activities, to promote good citizenship and to govern within the parameters granted by the President of the College. The SGA is an important part of student life. Upon acceptance into the college, a student automatically becomes a member of the association. All students are encouraged to become active members, so that the association is a truly representative body of student thought and opinion, voicing the needs and concerns of the student body.

The SGA is charged with responsibility of planning and presenting student entertainment programs. They sponsor concerts, dances, movies, ski trips and many other special events. Student publications are supported by the SGA; these include the newspaper, yearbook and magazine.

All clubs and organizations are sanctioned by the SGA. These include:

Social Sororities	Alpha Omicron Pi Kappa Delta Phi Mu
Social Fraternities	Delta Tau Delta Kappa Sigma Pi Kappa Phi
Service Clubs	Chi Epsilon Rotoract Hilltoppers VIP Circle K
Religious Organizations	Baptist Student Union Chi Epsilon Chi Rho Alpha Wesley Fellowship Westminster Fellowship
Honorary Organizations	Alpha Mu Gamma (language) Alpha Psi Omega (drama) Pi Gamma Mu (social science) Sigma (science-math) Phi Alpha Theta (history) Omicron Delta Kappa (leadership) Omicron Delta Epsilon (economics) Phi Tau Chi (religion) Psychology Honor Society

Departmental/Special  
Interest Groups

Phi Beta Lambda (business)  
CRIS — Campus Recreation and  
Intramural Sports  
Student Nurses Association  
Choralaires  
International Students Club  
LaGrange College Band  
Art Students League  
Students in Free Enterprise  
(business)  
Economics Society  
Student Education Association  
ABC — Association of Black  
Collegians  
Association of Computer Machinery  
German Club — Deutschen Klub  
Left-Wing Players

Student Publications

*The Quadrangle* (yearbook)  
*The Hilltop Newspaper* (paper)  
*The Scroll* (magazine)

*Hilltopics*, the student handbook, is published by the SGA and contains guidelines and regulations for successful campus life.

## Athletic Program

LaGrange College athletic teams are known as The Panthers. College colors are red and black. Competitive teams are fielded against teams from other similar size institutions in women's soccer, volleyball, softball and tennis and men's baseball, basketball, soccer and tennis. It is the philosophy of LaGrange College that the team participants are attending college primarily for a quality education and no athletic scholarships are offered. The student-athletic receives praise and recognition from peers, faculty, and administration. The coaching staff is an assemblage of highly qualified teachers who stress the educational process of the College.

LaGrange College is committed to a full program of non-scholarship athletics that encourages the student-athlete to reap the benefits of educationally sound activity that not only encourages but actively promotes a strong academic regime. Students are given the opportunity to participate fully in their given sport and to interface with other teams locally, statewide, and regionally. Not only are their physical skills enhanced but their human relations skills are broadened and focused by competitive challenges of the body and mind.

The athletic program is affiliated with the National Association of Intercollegiate Athletics (NAIA) and is assigned to District 25. This affiliation per-

mits LaGrange College and its student athletes to receive recognition for their participation in state, regional and national sporting events.

## Campus Recreation and Intramural Sports (CRIS)

The Campus Recreation and Intramural Sports program provides opportunities for wholesome recreation and competition among members of the campus community. Teams representing campus organizations and Independents compete in organized tournaments and events throughout the year. Competitive events include flag football, volleyball, basketball (Regulation, 3 on 3, H\*O\*R\*S\*E), Domino's Dash, softball, badminton, tennis, and Pickle Ball. Winners of the campus tournaments in some of these events are eligible to represent LaGrange College in state or regional tournaments. Special awards are presented to the men's and women's groups with the highest participation rates and best record for the entire year. In addition, male and female "Athletes of the Year" are selected.

The facilities and equipment of the Physical Education Department are available for student recreational use when these are not scheduled for instructional, athletic, or intramural sports use. The use of outdoor equipment (canoes, sailboats, backpacks, tents, stoves, lanterns) requires the payment of a small deposit which is refunded upon the safe return of the equipment. The Weight Room and Gymnasium are available for student/faculty/staff use during posted hours. A valid LaGrange College ID is necessary for entry during these hours.

## Traditional Activities

Homecoming festivities	Fall weekend featuring concert, parade and culminating with crowning of Homecoming Queen
Ski Weekend	SGA-sponsored ski trip to Tennessee or North Carolina
Honors Day—May Day	Spring Fling packed with activities, step-sing and concert
Dorm Daze	Quarterly events planned exclusively for residence students
Greek Week	Week of activities centering around campus Greek life
Black History Week	Week of activities focusing on Black Heritage
Quadrangle Dance	Winter Formal scheduled around Valentine's Day

## Student Conduct

LaGrange College, as a church-related college, is committed to an honorable and seemingly standard of conduct. As an educational institution the college is concerned not only with the formal in-class education of its students, but also with their welfare and their growth into mature men and women who conduct themselves responsibly as citizens.

Regulations of the college are formulated to meet changing student needs within the framework of college policy. These regulations become effective when the student enrolls. Some regulations may not be agreeable to everyone because they have been formulated to meet the needs of the entire group. This however, does not lessen the individual's obligation to uphold them. Regulations do not have as their primary purpose the punishment of the individual. The regulations are formulated to insure the right of all community members to have the best possible living and learning conditions.

The college reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continuation in the school is detrimental to himself or his fellow students.

Furthermore, students are subject to federal, state and local laws as well as college rules and regulations.

A student is not entitled to greater immunities before the law than those enjoyed by other citizens generally. Students are subject to such disciplinary action as the Administration of the College may consider appropriate, including possible suspension and expulsion for breach of federal, state or local laws, or college regulations. This principle extends to conduct off-campus which is likely to have adverse effect on the college or on the educational process or which stamps the offender as an unfit associate for the other students. A complete description of student conduct policies, rules and regulations can be found in *Hilltopics*, the student handbook.

## Student Health Services

Under the Student Health Program resident students are provided care by a registered nurse in the student day clinic. The nurse is on duty from 8:30 a.m. to 4:00 p.m. Monday through Friday and for emergency calls at other times. The nurse assists the students in securing a physician if needed. The services of the nurse and the use of the day clinic are available to dormitory students only. Charges for X-rays, prescriptions, hospital charges, and fees of physicians or surgeons to whom a student is referred are the responsibility of the student. Private nurses and personal physicians must be paid for by the student.

All students must have proof of medical insurance. For those not having coverage through individual or group plans, LaGrange College makes available accident and sickness coverage through a private carrier at reasonable rates. Application forms are available at registration or through the Business Office.

## **Career Center**

The Career Center is located in the Callaway Student Center. It contains up-to-date career-related materials, occupational information, and a micro-computer with programs to assist students discover their occupational interests. The Center also keeps up-to-date information regarding certification and license requirements and qualifying examinations. Other services of the Career Center include seminars on the employment process, resume preparation, effective interviewing techniques and letter writing campaigns.

## **Counseling and Testing**

An important part of the philosophy of LaGrange College is that each student should have advice and counseling throughout his/her academic career; therefore counseling is available to LaGrange College students in a variety of areas. The goal is to assist students in gaining an understanding of themselves so they are better able to make informed personal, academic and vocational choices. In addition to individual counseling, group programs are available on topics such as Study Skills, Test Anxiety Reduction, Career Planning, etc. A broad range of career exploration is available to the individual student at no cost. The College will assign freshmen to a faculty adviser who will assist with the design of a program of study as well as any other problems which may occur. This special program is staffed by identified faculty members who coordinate the programs of the Freshman Experience.

The Office of Student Development also administers the Scholastic Aptitude Test (SAT), and the College Level Examination Program, as part of the College's Advanced Placement Program. The Miller Analogies Test (MAT) is also available for graduate students. In addition, information about other national testing programs, e.g. as the Graduate Record Exam (GRE) and the National Teacher Exam (NTE) is available in this office.

## **Vehicle Registration**

To insure efficient control of traffic and parking on campus and the safety of all persons and vehicles, each vehicle must be registered and must have an affixed current decal. These decals are issued to students, along with a copy of existing parking regulations. There is a fee. Failure to adhere to published policies may result in vehicles being towed.



## **Student Appeal of Decisions**

Recognizing that decisions must be made and that some students may feel aggrieved by some decisions, LaGrange College provides the following procedures:

A student must first attempt to resolve an issue with the college staff member first rendering a decision. If this does not resolve the issue, a decision rendered by a college staff member may be appealed by a student as follows:

**I. Student Life:**

- (a) A disciplinary decision rendered by a duly constituted student judicial board may be appealed to the Dean of Student Development. Disciplinary decisions rendered originally by the Dean of Student Development may be appealed in writing to the Dean of the College who shall seek in an informal conference to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Dean of the College will deliver the appeal to the Student Affairs Committee of the faculty for its determination.
- (b) Other grievances in the area of student life may be appealed to the Dean of Student Development. If the grievance involves an original decision rendered by the Dean of Student Development, the decision may be appealed as above.

**II. Financial Aid.** See page 25.

**III. Academic Matters.** See page 65.

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# Academic Programs and Degree Requirements

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## INTRODUCTION

The statement of purpose of LaGrange College describes the mission of the College. Faculty members and the staff of the College implement academic and nonacademic programs toward the fulfillment of that mission. Undergirding all of the academic programs at LaGrange is the fundamental commitment to the liberal arts. Therefore, LaGrange College is first and foremost a liberal arts college. The College mission includes a commitment to helping to meet community needs. That commitment prompts the College to offer certain associate or graduate programs that are coherent with the four-year baccalaureate programs. The underlying philosophy of liberal learning is found in all parts of the curriculum of the College but is most obvious in the structure of the General Education Curriculum, that part of the curriculum that serves as foundation and complement to the major. All baccalaureate majors share the same general education curriculum. That general education curriculum represents just under fifty percent of a student's formal study at the College.

The curriculum is designed to provide the components of a liberal arts education that historically have proved to be of lasting value. Those components include skills such as strategies for college success, writing, computation, speaking, problem-solving, computer utilization, and analytical thinking. Additionally, there are knowledge components including history, social studies, science, literature, religious heritage, modern foreign languages, and health.

These skills and knowledge areas, while being taught and learned in specific courses, are integrated into the total college experience, and the desired result is that students will be better able to function within social institutions, to use science and technology, and to use and understand the role of the arts in culture. They, likewise, will be better able to communicate, to solve problems, and to analyze and clarify their own value system.

## THE MAJORS

A student may choose to pursue one of three baccalaureate degrees: the bachelor of arts, the bachelor of science, and the bachelor of business administration. Most students pursue one of these baccalaureate degrees. In addition to the baccalaureate degree programs, students may earn an associate of arts or a masters degree, a post-baccalaureate degree.

The associate degree and the baccalaureate degree each contain a substantial general education component and extensive specified course work in the discipline in which the student has chosen to major. The degrees offered and the majors available for the degrees are given.

## **Bachelor of Arts**

Art and Design  
Art Education  
Biology  
Business Administration  
Chemistry  
Christian Education  
Computer Science  
Economics  
Education  
    Early Childhood  
    Middle Childhood  
    Secondary (Economics, English, General Science, History, Mathematics)  
English  
History  
Mathematics  
Physics  
Political Science  
Psychology  
Religion  
Social Work  
Spanish  
Speech Communications and Theatre

## **Bachelor of Science**

Chemistry  
Computer Science  
Mathematics  
Physics

## **Bachelor of Business Administration**

Business Administration with a concentration in one of the following areas:

Accounting  
Business Economics  
General Business — Management

In addition to these four-year baccalaureate degrees, LaGrange College offers the Master of Education Degree, the Master of Business Administration Degree, and the Associate of Arts Degree. The degrees and the concentration within the degree are given:

### **Master of Education Degree**

Early Childhood Education  
Middle Childhood Education

### **Master of Business Administration**

General Business with emphasis on the management function

### **Associate of Arts Degree**

Business Administration  
Criminal Justice  
Liberal Studies  
Nursing

All majors offered are described in detail in the Department and Courses section which begins on page 74.

### **Major Requirements, Time Restrictions**

Coursework requirements in major programs necessarily change in response to evolving curriculum concerns and changing student needs. Students' major requirements are governed by the Bulletin in force *at the time of the declaration of major*. The declaration of major is initiated in the registrar's office.

At the discretion of the department chairman, students may be required to demonstrate proficiency and/or currency in the subject matter if the major coursework is older than five (5) academic years. Normally credit hours earned in the major may not be applied to the completion of the major if the hours earned are older than eight years dated from the date of the student's initial matriculation.

Students who have been out of school longer than two years must again declare their majors.

### **Independent Study in the Major**

In certain majors independent study courses are offered. These courses are limited to upperclass major and minor students who have completed at least two-thirds of their particular major or minor program, and who wish to pursue a special problem or course of reading beyond that taken up in any formal course and lying within the capabilities of the library and laboratories. In order to be eligible for independent study the student must have at least a 3.0 average in the specific field. Total credit which can be earned through independent study normally will not be more than 10 quarter hours. Written permission to enroll in such a course must be obtained from the instructor, the head of the department concerned, and the Dean of the College. These courses carry the numbers 495 and 496. A descriptive syllabus including the method of evaluation must be submitted with the petition.

### **Senior Honors in the Major**

Seniors with a cumulative quality point average of 3.5 or above may apply for participation in the Honors Program which is available in certain departments. This program carries the course number 499, with five quarter hours credit in each participating department, with the designation "Honors Course." Applications must be submitted in writing to the Dean of the College.

### **Assessment in the Major**

The faculty members who are responsible for instruction in the major programs have identified specific objectives for a major in that discipline. There is an assessment, devised by the faculty in the discipline, that determines the extent to which the objectives have been met by the student. That assessment is a requirement for students who plan to graduate in June 1990, or thereafter. The assessment styles are varied. Students should carefully explore with their adviser in their intended major the nature of the assessment. A satisfactory assessment in the major is a requirement for the degree. The chairman of the department offering the major must certify satisfactory completion of the assessment component.

Students who fail to complete satisfactorily the assessment in the major and exhaust reassessment opportunities at the departmental level may appeal the decision of the department as described in the Academic Procedures and Regulations section.

### **Advice and Counseling in the Major**

All students are assigned an academic adviser. Prior to the declaration of a major a student is advised by his or her Freshman Seminar (Col 101) instructor. Subsequent to declaring a major, the students and the department chairman work together in planning a program. **The ultimate responsibility for selecting the proper courses in order to complete the desired degree is the responsibility of the student.**



## GENERAL EDUCATION CURRICULUM

The goals and objectives for general education have been described. The curriculum is designed to be completed within three academic years with coursework from the major being merged with the general education during the sophomore and junior years.

Ninety-five quarter hours in the general education curriculum are taken in two parts, one which is essentially nonelective (the common core), and the second which allows the student latitude in the selection of course work.

### Common Core:

**40 hours**

Course	Credit	Year Taken
Freshman Seminar	2 hours	Freshman Year
English, Grammar and Composition <sup>1</sup> Eng. 101, 102, 103	9 hours	Freshman year
History (select one sequence) World Civilization (His 101, 102) or United States History (His 111, 112)	10 hours	Freshman year
Mathematics 110, 111, or 112 <sup>1</sup> (by placement)	5 hours	Freshman year
Computer Science (CSc 163)	2 hours	Freshman year
Religion (Rel 101)	5 hours	as best scheduled
Speech (Spc 105)	3 hours	as best scheduled
Health and Physical Education	4 hours	as best scheduled
<b>Common Core Total</b>	<b>40 hours</b>	

### Electives:

**55 hours**

1. Science and Mathematics	15 hours	as best scheduled
Two science courses in sequence Bio 101, 102 Chm 101, 102 GSc 101, 102 Phy 101, 102; 121, 122	(10)	
An additional 5 hours in science or mathematics	(5)	

II. Humanities and Fine Arts	25 hours	as best scheduled
Literature, English	(10)	
Eng 104, 105, 106, 107		
Fine Arts	(5)	
Mus 111, 112; Art 109, 110;		
Spc 101, 102		
Modern Foreign Language <sup>1</sup>	(10)	
Frn 101, 102 or 103, 121		
Ger 101, 102 or 103, 121		
Spn 101, 102 or 103, 121		
(by placement in sequence)		
III. Social and Behavioral Science	15 hours	as best scheduled
Eco 101; PSc 101; Psy 149		
Soc 146, 148		
<b>Elective Total</b>	<b>55 hours</b>	
<b>Total General Education</b>		<b>95 hours</b>

<sup>1</sup>Please read carefully the note following about placement.

## Placement

Appropriate placement in certain courses is essential. During the first few days on campus all students will undergo diagnostic assessment. These inventories are necessary for (1) planning for majors and careers, (2) providing the comparison levels for subsequent general education assessment, and (3) determining current skill levels in foreign languages, mathematics and English.

Placement in foreign languages may be at either the 101- or the 103 level. Students will not be placed at the 102-level. If a student's high school record shows credit for two or more years of a single language, the student must take a placement test in that language prior to continuing that language; a student may alternatively select a language not previously studied and enroll at the 101-level. That is, if a student wants to continue his/her high school language, then proper placement is necessary; a student may change languages and enter the 101-level of another language without assessment. Students for whom English is not the native language may consult with the chairman of modern foreign languages and the chairman of the division of humanities and fine arts. By individual determination, that student may have the language requirement waived. The waiving of the language requirement does not diminish the need to complete a total of 95 quarter hours in general education.

Mathematics placement is based on skills assessment. Some students who are not predicted to be successful in any one of these general education mathematics courses (110, 111 or 122) are required to enroll in Mathematics 100. This is a pre-general education mathematics course and credit in this course does not count toward the fulfillment of the 95 quarter hours of general education.

English placement is based on the Scholastic Aptitude Test (SAT) data, where available. The Test of Standard Written English (TSWE) is a sub-test of the SAT. For students who do not have recent SAT scores, the TSWE is given early in the orientation period. Students who score 37 or below are required to enroll in English 100, a pre-general education course in grammar and composition. Students who score 38, 39 or 40 on the TSWE may elect to enroll in the English 100 course. Like Mathematics 100, English 100 does not count toward the fulfillment of any of the 95 hours in general education.

### **General Education, Time Restrictions**

There is no time limit on the credit or validity of general education coursework. It should be noted, however, that students who have not been enrolled at LaGrange College for four years, or who transferred from LaGrange College and subsequently return, enter the college under the *Bulletin* in force at the time of re-entry.

### **Credit-by-Examination and Exemption**

Students may be eligible for credit and/or exemption in certain areas through the College Level Examination Program (CLEP) and other recognized testing procedures. Advanced placement credit is accepted for those students who present evidence from the high school that advance placement programs have been completed and who present scores of 4 or 5 on the advanced placement test of the College Educational Examination Board administered by Educational Testing Service. Credit by examination (AP or CLEP) may reduce the 95 hour general education component by the credit hours earned by this process. If no credit is earned, but exemption is granted, then 95 quarter hours of general education are to be completed.

### **Freshman Seminar, College 101, "Gateway to Success" (two hours credit)**

This is an academic course in which experienced LaGrange faculty members and students selected for their academic achievement, their demonstration of leadership and their admirable personal standards guide new students toward success. The faculty members and the very important peers (VIP's) meet their small group of newcomers during the early stages of orientation and begin the process of familiarization with the campus, with academic procedures and processes, and with each other. The formation of the informal support group, the beginning of the systematic process of selecting possible careers and academic majors, the reinforcement of writing as effective communication and academic advising are a part of Col 101. The curriculum of this course may vary from time to time and may be thematic. The goals of the course are not variable and are to help the student feel as comfortable as possible in this new environment, to help him or her to be as successful as possible during this first year and to help lay the foundation for a successful four-year college experience.

## Assessment of General Education

In the last quarter of the junior year or the first quarter of the senior year, all students will take American College Testing Program's College Outcome Measures Program (COMP). This inventory will be used to determine the extent to which students have achieved the objectives of the general education curriculum. Meaningful participation in this testing program and measurable gains are a requirement for graduation with a baccalaureate degree.

## General Education for the Nontraditional Student

Students who enter college for the first time and (1) who are over the age of twenty-five, (2) who are employed full-time or at least three-fourths time, or (3) who live off campus (any two of the three) may have experiences and needs differing from traditional students. The 40 quarter-hour common core remains the same for these students with the exception that College 101 "Gateway to Success" will have an additional focus: students, within limits, may develop a proposal for the fulfillment of the remaining 55 quarter hours. Normally, this proposal will be prepared from the list of courses specified below. This contract is reviewed by the college curriculum committee and may be changed, with curriculum committee approval, only one time. Students may appeal the action of the curriculum committee to the Academic Advisory Council. The contractual 55 quarter hour elective structure is given.

### Common Core

**40 hours**

### Contractual Electives — 55 hours (at least 5 hours from each area)

- I. Fine Arts  
Mus 111, 112; Art 109, 110; Spc 101, 102
- II. Literature  
Eng 104, 105, 106, 107
- III. Modern Foreign Language (level by placement)  
Frn 101, 102 or 103, 121  
Ger 101, 102 or 103, 121  
Spn 101, 102, 103, 121, or 110
- IV. Science and Mathematics  
Bio 101, 102; Chm 101, 102; Gsc 101, 102;  
Phy 101, 102; 121, 122  
Mth 111 or 122
- V. General Studies (no more than 25 hours)  
Edu 199, PSc 101; Psy 149, Rel 110, Soc 153, Soc 146  
Soc 147, Eco 101, BuA 151  
CSc 151, Art 171, Art 181, Phl 149

### Total General Education

**95 hours**

Placement criteria and assessment procedures are the same for both traditional and nontraditional students.

**General Education for the Two-year Associate Degree**

The requirements for a liberal studies associate degree is the completion of the 95 quarter hour general education curriculum. No "major" courses are a part of this associates degree.

The general education curriculum for the associate degrees in business administration, criminal justice, and nursing are given.

**Business Administration**

Core	40 Hours	Elective	25 Hours
Col 101	2	Eco 101	
Eng 101, 102, 103	9	Mth	
His 101, 102 or 111, 112	10	Lab Science	
Csc 163	2	Eng 104 or 105 or 106	
Spc 105	3	Foreign Language	
Mth 110, 111, or 112 (by placement)	5		
Rel 101	5		
PEd	4		
		Total	<hr/> 65

**Criminal Justice**

Core	36 Hours	Elective I	5 Hours
Col 101	2	His 111 or 112	
Eng 101, 102, 103	9		
Spc 105	3	Elective II	5 Hours
Mth 110, 111, 122 (by placement)	5	Rel 101 or 110 or Phl 149	
CSc 163	2		
PSc 101	5	Elective III	5 Hours
Soc 146	5	GSc 101, Chm 101, Bio 101 or Phy 101	
Psy 149	5		
		Total	<hr/> 51

**Nursing**

Core	28 Hours	Elective	5 Hours
Col 101	2	Rel 101	
Eng 101, 102, 103	9	Literature or Fine Arts	
Mth 110, 111, 122 (by placement)	5		
CSc 163	2		
Soc 146, Psy 149	10		
		Total	<hr/> 33



Placement and assessment procedures are the same as for baccalaureate degrees, except COMP will be given during the last quarter in residence.

The courses in the major may be found in the Department of Courses section of the ***Bulletin***.

## **Minors**

Academic minors may be earned in most departments. A minor must include at least 30 hours, fifteen of which must be in 300-level courses. Specific courses are not designated, but they must be approved by the chairman in the minor department.

## **Special Institutes/Continuing Education**

LaGrange College coordinates and initiates special institutes and continuing education activities. These activities include work with area and state churches, industries, health care facilities and businesses. For certain of these activities the College gives continuing education units (C.E.U.).

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# Academic Regulations and Procedures

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## Orientation and Counseling

All new students are introduced to LaGrange College through an orientation program which takes place at the beginning of each quarter. The orientation program is designed to acquaint the new students with various phases of the life of the College including traditions, procedures, and regulations. It is believed that all students will profit from a proper introduction to the opportunities and responsibilities of college life.

Freshman Seminar (Col 101) deals with the elements of learning and decision-making not covered in the traditional curricular structure that are essential to the student's educational process. These include the selection of courses, study skills, making long-term educational plans, placing course work in a broader context of student development, dealing with personal difficulties, and adjusting to the inadequacies in pre-college preparation. To help students at LaGrange College face these issues in an organized way, Freshman Seminar is taught. This two-hour course provides an opportunity for freshmen to work with faculty and other students in the consideration of issues designed to assist them in making decisions and in dealing with the many interrelated problems that have a bearing on their academic career.

## Registration

All students must register on the dates specified. Failure to register on the proper dates may subject the student to a \$20 late-registration fee. All registration procedures for all quarters are under the direction of the Dean of the College. Students have not completed registration until they have cleared the Registrar, Dean of Student Development and the Business Office. Students enrolled for twelve or more hours must obtain a campus post office box. Communications to the student will be through campus mail.

Each student is assigned to a faculty adviser, who assists the student in planning an academic program. *However, the ultimate responsibility of meeting all requirements rests with the individual student.*

A student interested in a particular major should inform his general adviser in order that special prerequisite courses for the major may be scheduled. A major may be formally declared anytime after the student has earned 22 hours of credit. *The student must declare his major in writing to the Registrar by the time he has earned 75 quarter hours of credit.* The student will then be assigned to an adviser in the department in which he will major. *A student planning to pursue a program in Teacher Education must take applica-*

tion in writing to the head of the Department of Education at least by the time he declares his major.

Student's major program requirements are those described in the college *Bulletin* at the time of declaration of the major.

## Withdrawal

To withdraw from any course a student must confer with his instructor, his adviser, and the Academic Dean. Failure of a student to withdraw officially through the office of the Academic Dean normally will result in the assignment of a U. A student who wishes to withdraw from the College must confer with the Dean of the College and the Dean of Student Development. Withdrawals are not permitted the last week of class.

## Academic Probation Regulations

Students are placed on academic probation when the quality of work is such that progress toward graduation is in jeopardy. The purpose of probation is to warn. It is not a penalty. Students on probation will be notified and the regulations governing probation will be called to their attention.

Freshmen (fewer than 50 hours) must maintain a cumulative grade point average (GPA) of at least 1.65 to avoid being placed on probation. Sophomores (50 to 99 hours), a 1.75 GPA; Juniors (100 to 150 hours), a 1.85 GPA; and Seniors (151 or more hours), a 2.00 GPA. In most cases, students have three quarters to remove their probationary status. Failure to do so makes these students subject to suspension or exclusion.

Students are also subject to suspension or exclusion for failure to earn at least five quarter hours of academic credit in any quarter, or for other valid academic reasons. In the case of part-time students, the extent of application of these regulations will be at the discretion of the Academic Dean. Normally, all applications of the regulations will be based upon a full academic load.

## Class Attendance Regulations

A student is expected to attend all classes, including labs, for all courses for which he is registered. The student is solely responsible for accounting to his instructor for any absence. An instructor may recommend that the Academic Dean drop from class with a grade of W or U any student whose absences are interfering with satisfactory performance in the course.

## Course Repetition

A student is prohibited from repeating a course in which he has made a "C" or better (while enrolled at LaGrange College or any other institution) without the approval of the Dean of the College and the Academic Advisory Council. A student may not remove a grade of F earned at LaGrange College by repeating the course at another institution.

## Acceleration

Students desiring to accelerate their college program may complete requirements in less than four academic years. This may be accomplished by attending summer schools and/or taking an academic overload. Permission to take an overload in any quarter is granted only to those students who have earned at least an average of B (3.0), except that a student may take an overload during one quarter of his senior year without respect to grade-point average.

Students may be eligible for credit and/or exemption in certain areas through the College Level Examination Program (CLEP) and other recognized testing procedures. Advanced placement credit is accepted for those students who present evidence from the high school that advance placement programs have been completed and who present scores of 4 or 5 on the advanced placement test of the College Educational Examination Board administered by Educational Testing Service.

## Academic Honors

Upon graduation, students who have been in residence at LaGrange College for at least their last ninety hours and

1. have attained a quality point average of 3.50 to 3.74 may be granted the bachelor degree *cum laude* or
2. have attained a quality point average of 3.75 to 3.89 may be granted the bachelor degree *magna cum laude* or
3. have attained a quality point average of 3.90 to 4.0 may be granted the bachelor degree *summa cum laude*.

At the end of each academic quarter, students who have maintained a 3.60 quality point average on a minimum of 15 quarter hours of work will be placed on the Dean's list.

Academic honors at graduation are awarded only to students completing the four-year program (effective with 1985 graduates).

## International Students

Students who are on a Student Visa in the United States are subject to special regulations. As the institution which issues documents certifying student status, LaGrange College is subject to regulations or guidelines. Guidelines change; students should contact the Dean of the College for interpretation of such changes. The current interpretation is that students with Student Visas must be enrolled for a full academic load (at least 12 quarter hours) at all times.

English proficiency is fundamental to a successful academic course at LaGrange College. Therefore, in addition to the minimum TOEFL score required for admission, the College requires all students for whom English is a second language to enroll in and satisfactorily complete a two-quarter sequence, Eng 010, 011. Further, if it is apparent that a student's English con-

tinues to jeopardize a successful academic career, the Dean of the College may require that a student attend a special, intensive English language course. If such a requirement is placed on a student, failure to attend the English language course can result in withdrawal of the Student Visa.

International students must enroll in an English course each quarter they are in school until they satisfactorily complete their English studies.

## **Credit through United States Armed Forces Institute and Service Schools**

Courses taken through The United States Armed Forces Institute and other recognized military educational programs are accepted in accordance with the policy governing transfer work when presented on official transcripts from accredited institutions. Fifteen quarter hours of elective credit will be allowed for military service credit, including USAFI correspondence courses and military service school courses as recommended by the American Council on Education. One activity course in Physical Education, up to a maximum of 3, will be waived for each two months served in the Armed Forces; a corresponding reduction will be made in the total number of hours required for the degree.



## Grades and Credits

The definitions of grades given at LaGrange College are as follows:

- A — superior
- B — above average
- C — average
- D — below average
- F — failing
- I — incomplete. This grade is assigned in case a student is doing satisfactory work but for some reason beyond his control has been unable to complete the work during that quarter. This deferment must be given written approval in advance by the instructor and the Academic Dean.
- NC — no credit or non-credit
- W — withdrawn. During the first three weeks a student may withdraw from a class with an "automatic" "W." After this trial period the student may withdraw, but the grade assigned, "W" or "U," will be at the discretion of the professor.
- WF — withdrawn failing. The grade of WF is included in computing the grade-point average.
- AW — audit withdrawn
- AU — audit complete
- NR — grade not reported by instructor at the time the report issued.

A student may register for a course on a non-credit basis, for which he pays full tuition. To have a grade of NC recorded, he must fulfill all course requirements.

A student may audit a course by paying the audit fee. All requests for audit courses must be approved in writing by the instructor and Dean of the College. Only lecture courses may be audited. No new freshman student may audit any course during the first quarter of residence at LaGrange College.

An I is a temporary grade. Normally it must be removed by the date indicated in the Academic Calendar. Failure to remove an I by the date set automatically makes the grade an F. A grade other than I, once submitted, may not be changed by an instructor except with the formal approval of the Academic Advisory Council, within the next quarter.

Grades are assigned and recorded for each course at the end of each quarter. Formal reports of grades are also issued at the same time. Transcripts are withheld for any student who is under financial obligation to the College.

## Requirements for Bachelor Degrees — A Summary

LaGrange College offers the Bachelor of Arts degree, the Bachelor of Science degree, and the Bachelor of Business Administration degree. To obtain a second bachelor's degree, at least 60 additional quarter hours must be earned, beyond the first degree, in a minimum of three quarters. Baccalaureate degrees require a minimum of 195 quarter hours credit including required coursework in general education and the major. There is often an opportunity to select course work electives.

The minimum work required for graduation is 195 quarter hours and a 2.0 quality-point average overall, as well as in all course work taken at LaGrange College. To be eligible for the degree, a student must meet all requirements for the degree (general education, major program, all necessary assessments, 195 quarter hours and 2.0 cumulative grade point average) and, make application for the degree before the beginning of his final quarter. A student who does not earn a degree in sixteen full quarters or the equivalent may be denied further registration.

A minimum of 16 quarter hours meets the academic load requirement for a full-time student. The maximum full load is 19 quarter hours; anything beyond is considered an overload. No student is permitted to enroll for more than 22 hours in any one quarter. Request to take an overload must be granted in the Dean's office.

Quality points are earned as follows: A, 4; B, 3; C, 2; D, 1; F, 0. The quality-point average is computed by multiplying the grade point by the course credit, summing, and then dividing the total quality points earned by the total hours attempted. If a student has received credit for a course and repeats that course, he receives no additional credit toward the degree. In computing the student's average, hours attempted and quality points are counted on all such attempts.

Not more than 95 quarter hours of credit earned at a junior college are counted toward the degree. No credit is granted toward the degree for course work taken at a junior college after a student has attained junior standing. A transfer student is not given credit toward graduation for any Ds earned elsewhere. Academic averages are computed on work done only at LaGrange College.

There are two ways by which a student must meet residency requirements for graduation:

- (1) The student must be in residence the last four quarters or 60 hours  
or
- (2) 75 Credit hours of the last 90 credit hours must be earned at LaGrange College. With prior approval of the advisor and the Dean of the College up to 15 hours of transient study may be earned at another four-year accredited institution.

Grades earned for transient work are not included in the cumulative grade average. Normally, after receiving an unsatisfactory grade in a course at LaGrange College, a student will not be given credit for repeating that course at another institution. Credit totaling 10 hours or more earned in this way during the last 90 hours or final 6 quarters precludes the student's being granted credit for any course work taken by extension or by correspondence during the period.

Any regularly enrolled LaGrange College student who desires to take course work for credit by extension or by correspondence must obtain prior approval in writing from his academic adviser and from the Academic Dean. Such extension or correspondence credit may in no case exceed 10 hours; however, not more than 5 hours earned in this manner may be applied toward the fulfillment of the General Requirements of LaGrange College. Any course or courses so taken must be completed and all grades recorded before the end of the student's final quarter, in order to be graduated that quarter.

A student is classified as a freshman if he has earned fewer than 50 hours of credit. A student is classified as a sophomore if he has earned 50-99 of credit. To be classed as a junior, a student must have earned 100 hours of credit. A student is classified as a senior upon having earned 151 hours of credit.

*No grade below C in any course above 100-level may be applied toward a major.*

## **Requirements for the A.A. Degree**

As previously described, the College offers programs of study leading to the associate in arts degree. Students pursuing an associates degree must complete the general education component required for that degree, the prescribed coursework in the discipline and a minimum of 95 quarter hours. The last 30 quarter hours must be done in residence. A 2.00 grade point average is necessary.

## **Transcripts**

Students are entitled to two transcripts of their record free of charge. For other transcripts a fee of \$2 each will be charged. No transcripts will be issued for any student under financial obligation to the College.

Transcript requests must be made in writing to the Registrar well in advance of the time the transcript is needed. Transcripts will be issued promptly; however, at the beginning and end of quarters some delay may be unavoidable.

## Student Review of Academic Decisions

Decisions pertaining to the academic program which are originally rendered by a faculty member may be appealed, in writing, to the Dean of the College who shall seek in an informal conference to settle the grievance to the satisfaction of the two parties involved. If no resolution can be found, the Dean of the College will deliver the appeal to the Review Subcommittee of the Academic Standards Committee for its determination.

Decisions pertaining to the academic program originally rendered by the Dean of the College may be appealed to the Review Subcommittee of the Academic Standards Committee.

## Graduation Requirement

A student who enters LaGrange College under a given *Bulletin* generally will be graduated under the general education, hours requirement and grade point average requirements of that *Bulletin*. Major requirements are those in force at the time a student formally declares a major. If a student suspends his/her study and re-enters more than four years later, he will graduate under the requirements of the *Bulletin* in effect at the time of his re-entry.

Students in their last year of college work must have an audit of their course credits and planned courses examined prior to registration for their final quarter in residence. This is called a "graduation petition." The major adviser and the Office of the Dean of the College assist the student in completing this petition.

Students at LaGrange College will participate in the evaluation of the extent to which institutional educational goals are being achieved. This evaluation will be in both the general education area and in the major. Students who graduate in June 1990 will be the first class to participate in these comprehensive evaluations. Consult the specific majors for the details.

## Endowed Lectureship

**The Arthur H. Thompson Lectureship** brings to the campus each year noted scholars to address the faculty and student body on the interrelationship of a field of knowledge and the Christian religion. The endowment was established by Mrs. Mary Will Thompson, alumna, in memory of her husband, who was at one time chairman of the Board of Trustees of the College. He expressed his philosophy in the statement: "The greatest thing in life is the simple faith of an honest man."



## Awards and Recognitions

**The Irene E. Arnett Drama Award** is presented annually to the member of the senior class who shows the greatest potential for contribution to the field of theatre, devotion to the tasks in the theatre, and dedication to the principles of good theatre — to amuse the heart and lift the spirit to a better understanding of man and his struggle in this world and toward his God.

**The Needham Avery Art Award** is a purchase award granted annually in visual arts, provided by Dr. and Mrs. R.M. Avery in memory of their son.

**The E.A. Bailey Award** is awarded each year to the fraternity accumulating the greatest number of points in the areas of scholarship, leadership, sportsmanship, and community service.

**The Josephine A. Case Scholarship** is for a junior for excellence in art and promise of achievement in that field. This award carries a stipend and is associated with Josephine A. Case Collection of American Indian Art which she and her husband, Leland D. Case, of Tucson have donated to LaGrange College. Both hold honorary doctorates from this school.

**The Austin P. Cook Award** is presented annually by the Student Government Association to the organization that made the most positive impact on campus life during the year.

**The Roger Guptill Award** is presented annually in memory of the late Dr. Roger Guptill, minister, teacher, and Christian gentleman, to a senior class student of the Department of Religion preparing for full-time church service.

**The Mamie Lark Henry Drama Scholarship** is presented annually to a student in recognition of superior contribution to the Drama Department.

**The Mamie Lark Henry Scholarship Cup** is presented each quarter to the sorority with the highest grade-point average the previous quarter.

**The Waights G. Henry, Jr. Leadership Award** is given annually by the Student Government Association to a student who has actively demonstrated effective leadership skills. Selection of the recipient is made by a committee composed of students, faculty, and administrators.

**The Evelyn Powell Hoffman Drama Scholarship** is provided by her family in memory of their wife, mother and sister, a graduate of the class of 1930. It is to be awarded annually to a freshman student through audition. The selection of the recipient is to be made by the Drama Department faculty.



**The Mary Hunter Lindsey Award** is provided by the late Rev. William Oliver Lindsey, Sr., in memory of his wife, Mary Hunter Lindsey, class of 1914. It is awarded annually to Methodist students entering the senior class in college and preparing for a full-time church ministry. The selection of the awardees is made by the faculty of the Religion Department.

**The John Love Scholarship Cup** is presented each quarter to the fraternity with the highest grade-point average the previous quarter.

**The Weston L. Murray Award** is presented to the senior class member of the Georgia Delta Chapter of Pi Gamma Mu who has the highest record of achievement and contribution in the field of Social Science.

**Outstanding Achievement in Psychology Award**, is presented annually by the psychology department to the senior psychology major who, through academic excellence and service, has made an outstanding contribution to the field of psychology.

**The Pike Award** is provided by Mrs. William C. Key (Ruth Pike) and the late Mrs. William Franklin Daugherty (Ethel Pike) in memory of Adella Hunter and Christian Nathaniel Pike. It is awarded annually to Methodist or Baptist students entering the senior class in college and preparing for a full-time church vocation or majoring in Religion or Religious Education.

**The Walter Malcolm Shackelford Award** is presented annually to a graduating senior who has majored in Education and has demonstrated outstanding academic performance, leadership, and service to the College.

**The Annie Moore Smith Award** is a purchase award granted annually in visual arts, provided by Mrs. Rebecca Moore Butler, class of 1924, in memory of her sister, Annie Moore Smith, class of 1915.

**Jean Young Award in Photography** this award, granted annually, was established in memory of Jean Young who was the first Curator of the Lamar Dodd Art Center. The award is a book on contemporary photography and is presented to the student who has demonstrated an exceptional commitment to photographic art.

**Departmental Awards** are presented annually at Honors Day in the spring. At that time there are numerous departmental awards made.

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# Pre-professional and Co-operative Programs

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## Pre-professional Programs of Study

LaGrange College has a curriculum and environment that is well-suited to preparation for further study in fields such as law and medicine. These programs include, but are not necessarily limited to, preparation for the following areas.

### LAW

The pre-law general adviser is Dr. John W. Anderson of the Political Science Department. Students selecting a major other than Political Science should consult early and frequently with Dr. Anderson in addition to their primary advisers for their majors.

Students entering law school come from many and varied undergraduate programs from English to mathematics, business administration, history or political science. It is not really possible to say which major serves as the best preparatory background for law school. Almost every law school bulletin, however, suggests that entering students must have a strong background in history, political science and English as well as some preparation in economics, business, sociology, psychology and mathematics.

### DENTISTRY

Dr. John Hurd is the general adviser. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. The pre-dental student should select a major as early as possible and work toward the B.A. degree. Some dental schools accept students with fewer than four years of college training, but most of them prefer a student with the baccalaureate degree.

The pre-dental student should be familiar with the specific requirements set by the dental schools to which he plans to apply. There is some variation in the requirements of the various schools, but the minimum requirements set by most schools of dentistry are:

Inorganic Chemistry with Lab	10 quarter hours
Organic Chemistry with lab	15 quarter hours
Biology with lab	10 quarter hours
Physics with lab	10 quarter hours
English	10 quarter hours

All applicants must complete the Dental Admission Test not later than the October testing preceding the year of desired entry.

## MEDICINE (M.D.)

Dr. John Hurd is the general adviser. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. The pre-medicine student should select a major as soon as possible and seek the B.A. degree. Medical schools rarely accept candidates with less than the baccalaureate degree.

The student should familiarize himself with the requirements of the several medical schools to which he plans to apply. Requirements vary somewhat in the various medical schools, but the minimum requirements of most medical schools are:

Biology with lab	15 quarter hours
General Chemistry with lab	15 quarter hours
Organic Chemistry	15 quarter hours
Physics	15 quarter hours
English	15 quarter hours

Every applicant must take the Medical College Admission Test, preferably in the spring preceding the submission of his application to medical school, but no later than the fall of that year.

## VETERINARY MEDICINE

Dr. John Hurd is the general adviser. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. The pre-veterinary student should be familiar with the specific requirements of the school to which he plans to apply. The minimum requirements set by most schools of veterinary medicine are as follows:

A candidate must have completed at least 90 quarter hours of college credit by the end of the spring quarter before fall matriculation at the veterinary school. The B.A. degree is preferred. The following required courses must have been completed prior to entry into veterinary school.

English	10 quarter hours
Biology with lab	10 quarter hours
Zoology or Botany	5 quarter hours
Microbiology	5 quarter hours
Biochemistry	5 quarter hours
Inorganic Chemistry with lab	10 quarter hours
Organic Chemistry with lab	10 quarter hours
Animal Nutrition*	5 quarter hours

The candidate must have worked with a veterinarian, and he *must* have had *hands-on* experience working with large and small animals.

Each applicant will be required to take the Graduate Record Examination (GRE) including the Advanced Biology Section and the Veterinary Aptitude Test. These tests should be taken by October or December of the year prior to probable admission to veterinary school.

\*Not available at LaGrange College

ENGINEERING

Dr. Brooks Shelhorse is the general adviser.

LaGrange College has a pre-engineering program designed to provide the student with a broad liberal arts background while preparing the student for a professional engineering program. Dual degree programs in engineering have been established with Georgia Institute of Technology and Auburn University. Students accepted in the dual degree program will attend LaGrange College for approximately three academic years and then either Georgia Institute of Technology or Auburn University for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student shall be awarded a bachelor's degree from LaGrange College and a bachelor's degree in engineering from either Georgia Institute of Technology or Auburn University.

To be eligible to enroll in the pre-engineering program a student must have a 2.3 or better grade point average.

Pre-engineering curriculum, first two years

First Year		
Fall Quarter	Winter Quarter	Spring Quarter
Math 122	Math 123	Math 124
Calculus I	Calculus II	Calculus III
English 101	English 102	English 103
Composition I	Composition II	Composition III
Chemistry 101	Chemistry 102	Speech 105
General Chemistry I	General Chemistry II	Speech Fundamentals
Col 101	History 101* or 111*	History 102* or 112*
Freshman Seminar	World or American	World or American
		Computer Science 163
		Microcomputers

**Second Year**Math 322  
Calculus IVPhy 121  
Physics ICsc 151  
BASICMath 323  
Calculus VPhy 122  
Physics IIGeneral Education  
Elective†Math 324  
Diff EquPhy 123  
Physics IIIGeneral Education  
Elective

\*For students planning to attend Auburn University

\*\*For students planning to attend Ga Tech

†Subject to approval by the adviser

**PHARMACY**

The pre-pharmacy general adviser is Dr. John Hurd. Students selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors.

While the admission requirements vary, the following is standard course work as a minimum: Chemistry 101, 102, 311, 351, 352; Biology 101, 102; Physics 101, 102; Mathematics 111, 122; English 101, 102; History 101, 102; Economics 150; Sociology 149; Speech 105. Political Science 101 may be required, and electives in literature are suggested to make up 90 quarter hours of academic work.

**Co-operative Programs**

LaGrange College has a limited number of co-operative programs that are designed to meet student needs in specialized areas. The programs include the following areas.

**PHYSICAL THERAPY**

The pre-Physical Therapy general adviser is Dr. John Hurd. Most schools which offer training in Physical Therapy award a Bachelor's degree after successful completion of classroom and clinical work. Students are admitted to such programs after completion of 90 quarter hours of work including approximately 20 hours in Humanities, 20 hours in Math and Science, 20 hours in Social Science plus 30 hours in a major field such as Biology. Specific courses to prepare for admission to individual schools should be selected in consultation with the adviser.



## **OPTOMETRY**

The pre-Optometry general adviser is Dr. John Hurd. Student selecting a major other than Biology should consult early and frequently with Dr. Hurd in addition to their primary advisers for their majors. Though selected students may be admitted to Optometry School after three years of preparation, most are admitted after receiving Bachelors or Masters degrees. Optometry involves four years of study after admission to the program and in some areas also includes a brief internship. Majors in any academic area are acceptable though the student should include emphasis on the sciences. Preparation for admission to a specific school can be planned with the assistance of the adviser.

## **ALLIED HEALTH SCIENCES**

The adviser for Allied Health Science preparation is Dr. John Hurd. Allied Health Sciences include Dental Hygiene, Dental Lab Technology, Medical Technology, Physical Therapy, Radiologic Technology, Respiratory Therapy among others. These programs require from 30 to 90 hours of General Education either within the program or prior to admission. A plan of preparation for one of the Allied Health Sciences can be arranged with Dr. Hurd.

## **Cooperative LaGrange College-West Georgia Technical Institute Program**

This cooperative arrangement between LaGrange College and West Georgia Tech results in an associate of arts degree from LaGrange College. Students must be accepted by both schools. Students may attend either school during their first year. Upon completion of the prescribed program of study of three or more quarters in length at West Georgia Tech and the certifying of that completion by the coordinator and upon completion of the following courses at LaGrange College, the associate of arts degree is awarded by LaGrange College. Students are responsible for all tuition and fees while attending either school. A financial aid award by LaGrange College is generally not applicable to West Georgia Tech fees. Students enrolled in this program are covered by the housing policy of LaGrange College. Financial aid awarded by LaGrange College is generally applicable to housing and food at the College while attending West Georgia Tech. LaGrange College students should consult with the appropriate persons at West Georgia Tech to determine applicable fees while in attendance at West Georgia Tech. A complete description of the offerings may be obtained by writing: West Georgia Technical Institute, Fort Drive, LaGrange, Georgia 30240, Attn: Michael Moye; or calling (404) 882-0080.

Courses at LaGrange College	Quarter Hours
English 101, 102, 103, Readings and Composition I, II and III, or the equivalent, are required for all students.	9
Physical Education Activities	4
<b>Humanities</b> (must include III)	15
I. Literature:	
English 104, 105, 106, 107, 108	
II. Modern Foreign Languages:	
French 101, 102*, 103*, 121* Spanish 101, 102*, 103*, 121	
German 101, 102*, 103*, 121*	
III. Religion 101 (A student may take Rel 103 and 104 in combination instead of Rel 101 and receive 10 hours of general education credit.)	
<b>Fine Arts</b> (from the following)	5
IV. Fine Arts:	
Art 109, 110, 111	
Music 112, 114	
Speech and Theatre 101, 102, 105, 110	
<b>Sciences and Mathematics</b> (from the following)	10
V. Sciences:	
Biology 101, 102	
Chemistry 101, 102*	
General Science 101, 102*, 103	
Physics 101, 102*; or 121, 122*	
VI. Mathematics 110; 111; 112, at placement level	
<b>Social and Behavioral Science</b> (from the following)	10
VII. Social Sciences:	
History 101, 102; 111, 112	
Economics 101	
Political Science 101	
VIII. Behavioral Sciences:	
Psychology 149	
Sociology 146, 147, 148	
*These courses have pre-requisites.	
<b>Electives</b> (from the above or from any academic area of the College)	53
Total	
63	

Additionally, certification of having completed a West Georgia Tech program of at least three (3) quarters in length is required.

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# Departments and Courses

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## Academic Divisions

### Business Administration and Economics

**Professor:** Taylor

**Associate Professors:** Benavides, Birkeli

**Assistant Professor:** Glover

This division contains the Department of Business Administration and Economics and the A.A., B.A., B.B.A. and the M.B.A. degrees are offered.

### Education

**Professors:** Garcia, Jordan, Reid, Robison

**Associate Professors:** S. Johnson, Williamson

**Assistant Professor:** Alford

This division contains the Department of Education and the Department of Health, Physical Education and Recreation. The B.A. and M.Ed. degrees are offered.

### Humanities and Fine Arts

**Professors:** Hornsby, Lawrence, McCook, Naglee, M. Williams

**Associate Professors:** Bailey, Bowen, Henry, Murphy, Smith

**Assistant Professors:** Brown, Estes, Taunton, J. Williams

**Adjunct Assistant Professors:** Mallory, Price, Thomas, S. Williams

This division contains the Departments of Art and Design, English Language and Literature, Modern Foreign Languages, Music, Religion and Philosophy and Speech Communications and Theatre. The B.A. degree is offered.

### Nursing

**Associate Professor:** Kratina

**Assistant Professors:** Bates, Mintz, Sauter, M.K. Williams

The Nursing Division is also the Department of Nursing. It offers the A.A. degree.

## **Natural Sciences and Mathematics**

**Professors:** Hurd, James, Jolly, Shelhorse

**Associate Professors:** Hicks, McClanahan, Searcy, Riddle

**Assistant Professors:** Morrisett, Valle

**Instructor:** Fortune

**Adjunct Assistant Professor:** Duttera

The Natural Sciences and Mathematics Division contains the Department of Biology, Chemistry, Computer Science, Mathematics and Physics. The B.A. and B.S. degrees are offered.

## **Social and Behavioral Sciences**

**Professors:** Anderson, Gill, Mills

**Associate Professors:** Cafaro, Evans, T. Johnson, Kraemer

**Assistant Professor:** Burdett

This division contains the Departments of History, Psychology, Political Science, and Social Work/Sociology. The A.A. and B.A. degrees are offered.



# Course Numbering System and Abbreviations

The projected schedule of classes will be followed insofar as possible, but is subject to change.

Courses numbered 100 through 199 are intended primarily for freshmen and sophomores. Courses numbered 200 to 299 are intended primarily for sophomores; the number may, alternately, mean credit of less than five quarter hours.

Courses numbered 300 through 399 and above are intended primarily for juniors and seniors.

Courses numbered 400 through 499 are intended primarily for seniors.

Courses numbered 500 and above are for graduate students.

The number in parentheses following the course title indicates the number of quarter hours credit for the course.

## Abbreviations

Art and Design ..... Art  
 Biology ..... Bio  
 Business Administration ..... BuA  
 Chemistry ..... Chm  
 College (Freshman Seminar) .. Col  
 Computer Science ..... CSc  
 Criminal Justice ..... CJu  
 Dance ..... Dan  
 Economics ..... Eco  
 Education ..... Edu  
   Early Childhood ..... ECE  
   Middle Childhood ..... MCE  
 English ..... Eng  
 French ..... Frn  
 Freshman Seminar ..... Col  
 General Science ..... GSc  
 Geography ..... Geo  
 German ..... Ger

Health, Physical Education,  
   and Recreation ..... HPR  
   Physical Education ..... PED  
 History ..... His  
 Library Science ..... LSc  
 Mathematics ..... Mth  
 Music ..... Mus  
 Nursing ..... Nsg  
 Philosophy ..... Phl  
 Physics ..... Phy  
 Political Science ..... PSc  
 Psychology ..... Psy  
 Religion ..... Rel  
 Sociology/Social Work ..... Soc  
 Spanish ..... Spn  
 Speech Communications  
   and Theatre ..... Spc

## Art and Design

The Art and Design major consists of studio concentrations in the following areas: Painting & Drawing, Photography, Ceramics & Sculpture and Design. A student may choose a studio concentration in more than one area. The courses required of the studio concentration are specific and should be determined in consultation with the student's advisor when the student first declares a major in art.

The following objectives are established as a basis for the education program in Art at LaGrange College. These objectives also include a means of determining deficiencies prior to graduation so that necessary steps can be taken to correct these deficiencies.

1. Development of technical knowledge pertaining primarily to the student's chosen area of concentration, but not limited to it.
2. Each student should develop an artistic vocabulary, especially in their specific area of concentration.
3. Assist the student in finding and focusing their creative ideas into a consistent body of work.
4. To instruct the student in the correct means of presenting their work in a portfolio or exhibition.
5. To give each student an understanding of graduate study in specific studio areas.
6. Encourage the student to exhibit their work and acquaint them with the gallery system.
7. To require a freshman review, spring quarter, consisting mainly of portfolio evaluations.
8. To provide the students with a creative environment by using all available resources. This would include field trips to galleries and museums, course work in locations of artistic interest, guest lectures and workshops related to the exhibitions in the College's galleries.

To accomplish the objectives, students will take the following courses.

Core courses required of all art/design and art education majors.

30 hrs. After completing the basic course requirements for all art majors (Art 109, 110, 111, 151, 152, 153) students are required to concentrate in one or two areas. The courses required in the following areas are:

### AREAS OF CONCENTRATION

50 hrs. The Painting & Drawing Major — Art 171, 173, 304, 311, 351, 352, 353, 355, 356, 357.

50 hrs. The Design Major — Art 171, 173, 301, 304, 320, 323, 324, 351, 352, 356.

50 hrs. The Photography Major — Art 173, 301, 311, 320, 323, 324, 325, 351, 352, 353.

50 hrs. The Ceramics and Sculpture Major — Art 172, 180, 302, 311, 312, 327, 328, 351, 352, 353.

85 hrs. The Art Education Major — Students should first be admitted to the Undergraduate Teacher Education program which is delineated in the Education section. Students are also required to complete at least 20 quarter hours in each of these areas: Humanities, Social Sciences, Natural Sciences and Mathematics.

Professional courses: Education 199, 362, 449, 459. Psychology 149, 302 and Art 171, 172, 173, 180, 312, 321, 323, 331, 490.

At the end of the junior year, spring quarter, the student will undergo a second review, consisting of:

A. Portfolio evaluations and critiques

B. Art History Exam

1. Identifying works of art
2. Identifying art movements or styles and artists associated with each
3. Identify and discuss stylistic traits of major movements and styles
4. Chronological association of art movements

Students who complete the Art and Design major have career options that include the following:

Studio artists, advertising and illustration, textile design, production pottery, museum and gallery management, commercial photography, art education.

## Courses Offered:

### **109. Art History Survey I. (5) Fall.**

An illustrated lecture course surveying the visual and plastic arts of Western Civilization from the Paleolithic period through the Renaissance.

### **110. Art History Survey II. (5) Winter.**

An illustrated lecture survey of the visual and plastic arts of Western Civilization from the Baroque period to the present.

### **111. Art in the Twentieth Century. (5) Spring.**

An illustrated survey and analysis of twentieth century painting and sculpture.

### **151. Drawing. (5) Fall.**

Basic drawing fundamentals.

### **152. Basic Design. (5) Winter.**

Fundamentals of design emphasizing color and composition.

### **153. Three-Dimensional Design. (5) Spring.**

A basic course dealing with three-dimensional structure.

**171. Painting. (5) Fall.**

Course dealing with specific problems in space, color and form.

**172. Sculpture. (5) Winter.**

Basic problems in modeling, carving and construction.

**173. Printmaking. (5) Spring.**

Introductory work in basic graphic media; relief and intaglio.

**180. Ceramics — Handbuilding. (5) Fall.**

Basic work in forming clay using slab and coil methods; firing and glazing.

**301. Graphic Design I. (5) Fall.**

Basic design course using design markers, lay-out techniques and conceptual thinking.

**302. Sculpture II. (5) Winter.**

Work in lost-wax investment casting; carving wood and stone, metal fabrication.

**303. Printmaking II. (5) Spring.**

Work in intaglio, lithography, and silk screen processes.

**304. Painting — Watercolor. (5) Spring.**

A course in transparent media working primarily with outdoor environments in problems dealing with space and light.

**311. Life Drawing. (5) Winter.**

Study from the model with emphasis on the human form in composition.

**312. Crafts. (5) Fall.**

An introductory course in the designing and fabrication of wood and metal craft objects.

**320. Graphic Design II. (5) Winter.**

Applied design for professional use, work which will lead to a portfolio.

**321. Textile Design: Weaving. (5) Winter, Spring.**

Basic course in fibers and loom weaving.

**323. Photography. (5) Fall.**

A basic course in black and white photographic expression including mechanics of processing and printing.

**324. Photographic Design. (5) Winter.**

A course dealing with design elements derived photographically.

*Prerequisite:* Art 323 or consent of instructor.

**325. Advanced Photography. (5) Spring.**

Large format photography and advanced problems in exposure, lighting, including color processing and printing.

*Prerequisite:* Art 323 or consent of instructor.

**327. Ceramics — Throwing. (5) Winter.**

Course in forming clay on a potter's wheel and firing and glazing.

**328. Ceramic Design. (5) Spring.**

Emphasis on ceramic design using handbuilding and wheel methods and use of glazes in decorating processes.

**331. Elementary and Middle Childhood Art Education. (5) Fall.**

Course emphasizing the development of the child through creative visual activity.

**341. Internship. (5-15) (On demand)**

Directed observation and practice in professional arts related environment.

**351, 352, 353. Studio Concentration. (5 each) Fall, Winter, Spring.**

A major individual project in one or two areas culminating in an exhibition at the end of the senior year.

**355. Advanced Drawing I. (5) Fall.**

Specific drawing projects with space conceptions and compositioned structures.

**356. Advanced Drawing II. (5) Winter.**

Specific drawing problems using the human figure as a point of departure.

**357. Advanced Drawing III. (5) Spring.**

Drawing projects using color — color pencils, pastels, inks and paints.

**490. Student Teaching. (15) (On demand)**

Supervised observation and experience in the art classroom leading to full-time teaching by the student.



# Biology

## Specific Objectives for the Major

The Biology faculty works with their majors to help them develop an understanding and working knowledge of the life phenomenon at subcellular through organismic levels. Within the major, a student may elect to emphasize human biology, field-oriented biology or biochemical and microscopic aspects of life science.

A plan of study to help the student pursue both the individual's and the Department's objectives is developed by consultation between the student and his advisor.

## Method of Accomplishing Objectives

The student is presumed to have accomplished the specific collection of objectives by satisfactorily completing the courses which constitute his major. A major in Biology consists of the following courses: Biology 101-102 and 40 more hours of biology as approved by the academic advisor; Chemistry 101-102, 351-352; Mathematics through 111 or 122; Physics 101-102. In addition, one course from the following must be taken with the approval of the major academic advisor; General Science 492, an advanced Chemistry course, Mathematics 314 or 316, Physics 125.

The approved program of teacher education in secondary science with emphasis in Biology and the professional education sequence will satisfy the requirements for a major in Biology.

## Demonstration of Accomplishment of Objectives

The Biology department continues to use the success of its graduates in the job market and in advanced study as a gauge of the applicability of its goals and the success of the students in attaining these goals.

## Career Options

Graduates of the College who have majored in Biology typically pursue careers in teaching, pharmacy, medicine, dentistry or physical therapy. In addition, many graduates find employment in industry — some in laboratories, some in management and others in research and development. Most careers require further formal study in graduate or professional schools.

## Course Descriptions

**101. General Biology I.** (3 hrs. lec., 4 hrs. lab per week) (5) Fall, Winter, Spring.  
An examination of the organizational and operational aspects of living systems with emphasis upon the structure and function of vertebrates. May be taken after Biology 102.

- 102. General Biology II.** (3 hrs. lec., 4 hrs. lab per week) (5) Winter, Spring.  
A study of genetics, evolution, phylogeny, and ecology. Biology 101 not prerequisite to Biology 102. May be taken before Biology 101.
- 148. Human Anatomy and Physiology I.** (5 hrs. lec., 2 hrs. lab per week) (5) Fall.  
A study of the structure and function of the human body. Laboratory work: mammalian dissection and experiments plus human measurements.
- 149. Human Anatomy and Physiology II.** (5 hrs. lec., 2 hrs. lab per week) (5) Winter.  
A continuation of Biology 148.
- 275. Histological Technique.** (4 hrs. lab per week) (2) Spring.  
A laboratory technique course designed to acquaint the student with histological preparations.  
*Prerequisites:* Biology 101; Chemistry 101.
- 321. Microbiology.** (1 hr. lec., 8 hrs. lab per week) (5) Winter, 1991.  
A study of the morphology, physiology, classification, ecology, and economics of microbial forms, especially bacteria and fungi.  
*Prerequisites:* Biology 101-102; Chemistry 101-102. Chemistry 351-352 recommended.
- 334. Ecology.** (2 hrs. lec., 6 hrs. lab per week) (5) Spring.  
An introduction to the basic principles and concepts of ecology followed by population and habitat studies.  
*Prerequisites:* Biology 101-102; Chemistry 101-102; or consent of instructor. Biology 335 and/or 336 is recommended.
- 335. General Zoology.** (2 hrs. lec., 6 hrs. lab per week) (5) Spring, 1990.  
A phylogenetic survey of the animal kingdom with special emphasis upon parasitology, entomology, ornithology, and mammalogy. Animal taxonomic studies based on local fauna.  
*Prerequisites:* Biology 101-102; Chemistry 101-102.
- 336. General Botany.** (2 hrs. lec., 6 hrs. lab per week) (5) Spring, 1991.  
A phylogenetic survey of the plant kingdom with emphasis upon reproductive morphology followed by the detailed anatomy of vascular plants. Plant taxonomic studies based on local flora.  
*Prerequisites:* Biology 101-102; Chemistry 101-102.
- 338. General Entomology.** (2 hrs. lec., 6 hrs. lab per week) (5) Fall, 1990.  
An introduction to the study of insects. Emphasis is on insect morphology, biology and identification. A collection of insects identified to family level is required.  
*Prerequisite:* Biology 102.
- 339. Field Problems in Ecology.** (5) Fall, 1989.  
A study of ecological problems and environmental parameters in the local area by means of individual investigative procedures. (On demand)  
*Prerequisites:* Biology 334 and permission of instructor.
- 340. General Parasitology.** (4 hrs. lec., 4 hrs. lab per week) (5) Fall, 1990.  
An introduction to the biology, life history and pathogenicity of parasites. Representative parasitic protozoans, helminths and arthropods are considered.  
*Prerequisite:* Biology 102.

**351. Vertebrate Embryology.** (4 hrs. lec., 4 hrs. lab per week) (5) Spring, 1991.

A study of the embryological development of representative vertebrates, with laboratory emphasis upon the chick and pig.

*Prerequisites:* Biology 101-102.

**352. Comparative Vertebrate Anatomy.** (2 hrs. lec., 6 hrs. lab per week) (5) Winter, 1991.

A study of the structure of vertebrates with an analysis of the generalized vertebrate body plan and specializations of this basic plan throughout the eight vertebrate classes. Lab emphasis upon dissection of lamprey, shark, mudpuppy and cat.

*Prerequisites:* Biology 101-102.

**353. Fundamental of Evolutionary Theory.** (5 hrs. lec. per week) (5) Spring.

A balanced survey of the present-day concepts of the processes and products of evolution with emphases on: 1) contrasting models and their consequences, 2) mass extinctions, 3) evolution of man, 4) methods of science and pseudoscience, and 5) philosophical considerations.

**360. Vertebrate Histology.** (4 hrs. lec., 4 hrs. lab per week) (5) Spring, 1990.

A study of tissue types and their organization into body organs.

*Prerequisites:* Bio 101, Bio 352 recommended.

**373. Genetics.** (2 hrs. lec., 6 hrs. lab per week) (5) Winter, 1990.

A study of the unifying concepts of biological inheritance in individuals and populations. Laboratory work includes both *Drosophila* crosses and experiments with microbial forms.

*Prerequisites:* Biology 101-102, 321; Chemistry 101-102, 351-352 (or enrollment therein)

**374. Cell Biology.** (6 hrs. lec., 2 hrs. lab per week) (5) Fall, 1989.

A study of the structure and function of cell organelles as well as diversity of cell types. Laboratory work involves cell cultures and immunological experiments.

*Prerequisites:* Biology 101-102, 321; Chemistry 101-102, 351-352 (or enrollment therein)

**383. Animal Physiology.** (2 hrs. lec., 6 hrs. lab per week) (5) Winter, 1990.

A study of the physiology of vertebrates, with emphasis upon mammals. A systems approach to mammalian solutions of physiological problems. Laboratory work involves physiological experiments with frogs, rats, and human subjects.

*Prerequisites:* Biology 101-102; Chemistry 101-102. Chemistry 351-352 recommended.

**386. Plant Physiology.** (2 hrs. lec., 6 hrs. lab per week) (5) (On demand)

A study of basic plant principles such as cell properties, photosynthesis, respiration, growth, and water-mineral-soil relationships.

*Prerequisites:* Biology 101-102, 334, and 336; Chemistry 101-102, 351-352.

# Business Administration

## I. Introduction

The Business Administration and Economics faculty members intend to accomplish three primary goals, within the context of a liberal arts educational environment, and with the highest possible level of professional competence. The goals are to help students develop (1) increased understanding of the nature and purposes of our business system and of our economic system, and of the relationship of business to the socioeconomic system in which it operates; (2) increased understanding of and proficiency in the major business functions; and (3) increased understanding of micro- and macro-economic theory and policy choices.

The program is designed to serve both the general student population and department majors. As a contribution to the general requirements area, the department provides an introduction to economic thought with Eco 101 Contemporary Economic Issues. The department also provides opportunities for students majoring in other areas to supplement their curricula by taking courses which can help them increase their understanding of the role and functioning of business, and of our economic system. This is particularly pertinent for majors in the Social Sciences and Computer Science.

For students who elect to move beyond this introduction and pursue a major in business, the department offers several undergraduate degree programs. Students can pursue the A.A. degree with a major in business; a B.A. with a major in business, and in economics; or the Bachelor of Business Administration degree, with a concentration in either accounting, business economics, or general business — management. The department also offers course work leading to the Master of Business Administration degree. The Economics program is described in the section on Economics, p. 98.

The department provides for the majors the background to enter graduate and professional schools, and to obtain employment in a wide variety of firms.

## II. Objectives

**Business Administration** — For non-majors, the Business Administration course offerings seek to provide students with the opportunity to develop a basic understanding of business and its role in the economy, and to gain greater knowledge of the several major functions of business.

The program for students who pursue the A.A. degree is designed to help them accomplish a combination of a basic liberal arts foundation plus a basic understanding in the fundamentals of the several major functional areas of business.



The objective of the B.A. degree program is to provide students with a comprehensive understanding of both the qualitative and quantitative aspects of the functions of business, while giving them an extensive opportunity to pursue unrelated or related course work. This is the liberal studies degree in business. There is ample room for electives in this program. It is designed to provide valuable and useful background for any of a wide variety of career options which the student may elect to pursue.

The B.B.A. program is designed to provide students with both a comprehensive understanding of enterprise management, and an opportunity to develop in-depth knowledge and proficiency in one or more specific functional areas. This degree program provides an additional twenty quarter hours of course work in the discipline, leading to a concentration in accounting, business economics, or general business. Many of the students who pursue the B.B.A. degree are those who seek careers in enterprise management, or as specialists in the specific area of concentration.

Students may declare their intentions to major in business administration during their sophomore year. However, formal acceptance as a business administration major requires a minimum score of 500 based on the formula: A) 200 times G.P.A. in BuA 161, 162, 163, Eco 201 and Eco 203 (all passed with at least a C; plus B) score on a 100 point basic mathematics exam to be administered by the business/economics department. BuA 440 and 450 may not be taken without having been formally accepted as a business major. Additionally, those students planning to graduate in June of 1990 or thereafter must take a written comprehensive exam as a graduation requirement. A score of at least 75 out of 100 points is required. This exam is to be administered by the business department once per quarter. It may be repeated as necessary.

The Master of Business Administration degree program is designed to provide area residents an opportunity to advance their business education while maintaining full-time employment. These are two primary purposes of this program. The first is to help students increase their understanding of and effectiveness in the key current and emerging managerial concepts and functions which can contribute to improved managerial performance. The second is to help students enhance the personal skills and capabilities which are important to their personal professional growth and advancement.

### **III. To accomplish the objectives, students will take the following courses:**

- A. Associate of Arts (major in Business Administration)
  - 1. General Education curriculum. See page 41.
  - 2. Business Administration — 40 Qtr. Hrs.
    - BuA 161 Principles of Accounting I
    - BuA 162 Principles of Accounting II



BuA 251 Business Law I  
BuA 255 Principles of Managerial Finance  
BuA 271 Principles of Management  
BuA 276 Managing Human Resources  
BuA 280 Principles of Marketing  
and one other course in Business Administration

B. Bachelor of Arts (major in Business Administration)

BuA 161 Principles of Accounting I  
BuA 162 Principles of Accounting II  
BuA 163 Managerial Accounting  
BuA 251 Business Law I  
BuA 255 Principles of Managerial Finance  
BuA 271 Principles of Management  
BuA 276 Managing Human Resources  
BuA 321 Organizational Behavior  
BuA 440 Problems of Business  
BuA 450 Senior Seminar  
Eco 203 Introduction to Macro-economics  
Eco 201 Introduction to Micro-economics  
Mth 314 Statistics  
Mth 360 Finite Mathematics  
Plus 10 additional credit hours in business/economics electives at the 300 level or higher.

C. Bachelor of Business Administration

1. Core courses:

BuA 161 Principles of Accounting I  
BuA 162 Principles of Accounting II  
BuA 163 Managerial Accounting  
BuA 251 Business Law I  
BuA 255 Principles of Managerial Finance  
BuA 271 Principles of Management  
BuA 276 Managing Human Resources  
BuA 321 Organizational Behavior  
BuA 440 Problems of Business  
BuA 450 Senior Seminar  
Eco 203 Principles of Macro-economics  
Eco 201 Principles of Micro-economics  
Mth 314 Statistics  
Mth 360 Finite Mathematics  
Plus 10 additional credit hours in business/economics electives at the 300 level or higher.

2. One of the following concentrations:
    - a. Accounting: (BuA 360-361) and two of the following courses:  
BuA 362, 363, 364, 365, 366.
    - b. Business Economics: Eco 301 and 303 (Intermediate Micro and Macroeconomic Theory) Plus two additional economics courses at the 300 level or higher.
    - c. General Business (Management): Four additional business courses at the 300 level or higher.
  3. 15 Quarter Hours from a list of approved electives.
- D. Masters of Business Administration
1. Foundation Courses: These may be exempted in whole or in part upon the evidence of satisfactory undergraduate preparation.  
BuA 501 Accounting Fundamentals  
BuA 505 Computers in Business I  
BuA 511 Micro-macro-economics  
BuA 521 Management and Human Behavior  
BuA 531 Marketing Fundamentals  
BuA 541 Finance Fundamentals
  2. Degree Requirements — Level I  
BuA 602 Applied Decision Sciences I  
BuA 612 Managerial Economics  
BuA 621 Organizational Behavior  
BuA 622 Social and Legal Environment of Business  
BuA 624 Operations Management  
BuA 642 Corporate Finance
  3. Degree Requirements — Level II Electives (three courses required)  
BuA 600 Effective Business Communication  
BuA 606 Applied Decision Sciences II  
BuA 609 Computers in Business II  
BuA 626 History of Business  
BuA 627 Entrepreneurship  
BuA 628 Human Resource Management  
BuA 631 International Business  
BuA 636 Marketing Management  
BuA 650 Thesis Option
  4. Degree Requirements — Level II Required Course  
BuA 670 Management Systems  
BuA 675 Strategic Management  
BuA 680 Policy

IV. Students who complete the majors offered in the department have found employment in a number of organizations, including public service (military and non-military, federal, state or local), education, manufacturing, finance and retailing. Our graduates are self-employed, or work for small or large organizations.

#### V. Course Descriptions:

### BUSINESS ADMINISTRATION

#### **151. Introduction to Business. (5)** Fall, Winter, Spring.

A brief introduction to the origin and nature of our business system, the important purposes and concepts involved in each of the major business functions, and the relationship of business to our economy and to the society in which it operates.

#### **161. Principles of Accounting I. (5)**

Basic accounting systems and concepts. Accounting cycle for service and merchandising concerns: original entries, accrual and deferral adjustments; reversing and closing processes. Preparation of income statement, statement of owner's equity, and balance sheet. Special topics: bad debts, inventories, and internal control of cash.

#### **162. Principles of Accounting II. (5)**

A continuation of BuA 161 with emphasis on partnership and corporation accounting, long-term liabilities and long-term investments. Preparation of the statement of changes in financial position. Special topics: financial statement analysis, plant assets.

*Prerequisite:* BuA 161, or consent of the instructor.

#### **163. Managerial Accounting. (5)**

A study of managerial control systems and the uses of accounting information for planning and control; including analysis and interpretation of data and use of cost information for business policy implementation.

*Prerequisite:* BuA 162, or consent of instructor.

#### **220. Introduction to Micro-Computer Applications in Business. (3)**

A course designed to expose students to the use of special purpose and general purpose software applicable to business. Primary emphasis will be on selection and use of software for micro-computers and peripheral devices. In addition, time will be devoted to the development of knowledge necessary for evaluating the hardware and software needs of a business and selecting alternatives that best meet those needs.

*Prerequisites:* Sophomore status, BuA 151, and CSc 162.

#### **251. Business Law I. (5)** Fall.

A course designed to provide a knowledge of law that a student will need in business. The student begins with the constitutional background of law, a study of the law of contracts, agency and employment, and negotiable instruments. Stress is given to the impact of the UCC.

*Prerequisite:* Sophomore standing, or consent of the instructor.

**252. Business Law II. (5) Winter.**

A continuation of BuA 251. The student studies personal property and sales, government regulation of business, real property and other questions of law and business.

*Prerequisite:* Sophomore standing, or consent of instructor.

**261. Managerial Cost Applications. (2)**

A survey of financial and capital budgeting techniques. Emphasis on short-term and long-term forecasting and control. Introduction of elements of production costs, costing techniques, CVP analysis, and variance analysis.

*Prerequisite:* BuA 161, or consent of the instructor.

**262. Accounting Applications of Computers. (2)**

Survey of general purpose accounting software available for the personal computer. Emphasis on accounting cycle, subsidiary ledgers, and financial statement generation.

**255. Principles of Managerial Finance. (5)**

A comprehensive survey of the basic tools and models utilized in contemporary financial management decisions.

*Prerequisites:* BuA 161, BuA 162 and Sophomore standing, or consent of the instructor.

**271. Principles of Management. (5) Fall, Winter.**

A course designed to afford students an opportunity to gain an understanding of the "science" of management (the underlying body of knowledge relevant to management) including theories, concepts, principles, techniques, and tools that apply. In addition, attention is given to the development of examples that demonstrate the application of the "science" in specific situations which is the "art" of management (wise application of the science). This is primarily a lecture course but class participation in discussion is encouraged. Testing requires that students demonstrate an adequate understanding of the "science" and the "art" of management.

*Prerequisites:* Sophomore standing, and BuA 151.

**276. Managing Human Resources. (5)**

The study of the basic principles and functions of effective personnel administration, and human resource management. Extensive use is made of the case method of study. Students gain experience looking at personnel problems, individually and as members of varying sizes of groups.

*Prerequisites:* Sophomore standing, and BuA 151.

**280. Principles of Marketing. (5)**

An introduction to the important principles of marketing management, the marketing perspective, marketing strategy planning, and the critical importance of this approach on the overall effectiveness of the total enterprise.

*Prerequisites:* Sophomore standing, BuA 151, or consent of the instructor.

**302. Applied Decision Sciences I. (5)**

A study of the basic models and quantitative skills used in business problem analysis. Includes such topics as statistical inference, optimization and programming models.

*Prerequisites:* BuA 271, Mth 360 or consent of instructor.

**312. Managerial Economics. (5)**

Focuses on the use of micro-economic principles and mathematical/statistical tools to make/analyse business decisions.

*Prerequisite:* Eco 201.

**321. Organizational Behavior. (5)**

A study of the internal structure of organizations. Provides theoretical and conceptual framework for analyzing individual and group behavior within organizations.

*Prerequisites:* BuA 271, 276 or consent of instructor.

**322. Social and Legal Environment of Business. (5) Fall.**

A study of current social problems faced by business with particular attention paid to the background factors giving rise to those problems, various proposed solutions, and the approach that is currently being followed.

*Prerequisite:* Senior standing, or consent of instructor.

**331. International Business. (5)**

A study of the major opportunities, challenges and approaches to increased effectiveness in the international business area.

*Prerequisites:* Eco 203, BuA 271 or consent of instructor.

**356. Intermediate Managerial Finance. (5)**

An in-depth study of special managerial finance topics, including financial analysis, capital budgeting, cost of capital, and long-term financing decisions.

*Prerequisite:* BuA 255, or consent of instructor.

**360. Intermediate Accounting I. (5)**

An in-depth analysis of the accounting and reporting process and accounting theory, together with a study of current problems in reporting financial position, income determination; and, an integration of current professional pronouncements.

*Prerequisite:* BuA 162, or consent of instructor.

**361. Intermediate Accounting II. (5)**

A continuation of BuA 360 with emphasis on the measurement and reporting of the source(s) of corporate capital and the relationship of these sources to income determination. Additional topics include depreciation, depletion, amortization of intangibles, long-term investments and debt. The impact of professional pronouncements is stressed.

*Prerequisite:* BuA 360, or consent of the instructor.

**362. Cost Accounting. (5)**

Cost accounting principles and techniques applied to job order and process systems. Planning and control techniques such as CVP analysis, variance analysis, capital budgeting and management decisions. Construction of static and flexible budgets.

*Prerequisite:* BuA 162, or consent of the instructor.

**363. Advanced Accounting. (5)**

A study of special topics including partnerships, installment sales, home office-branch relationships, consolidated financial statements, and non-profit accounting.

*Prerequisite:* BuA 361, or BuA 366, or consent of the instructor.

**364. Income Taxation For Individuals. (5)**

An in-depth study of the tax code as it relates to individuals. Updated to incorporate new tax laws, regulations, and printed rulings.

*Prerequisite:* BuA 162, or consent of instructor.

**365. Auditing. (5)**

Study of auditing standards, objectives and techniques. Pronouncements, ethics, reporting, legal liability of the auditing profession are emphasized.

*Prerequisite:* BuA 162, or consent of the instructor.



**366. Intermediate Accounting III. (5)**

A continuation of BuA 361 with emphasis on current special topics in financial accounting such as accounting for pensions, leases, accounting changes, earnings per share and income recognition. Continued emphasis on professional pronouncements.

*Prerequisites:* BuA 360, BuA 361, or consent of the instructor.

**372. Production/Operations Management. (5)**

A study of the application of the science of management in the production/operations management environment. Primary emphasis will be placed on theories, concepts, principles, techniques, and tools that improve the efficiency and effectiveness of the production/operations manager. Much emphasis is placed on the proper use of quantitative tools and techniques; therefore, it is strongly recommended that students taking this course have an adequate mathematical background. Testing in this course will require that students demonstrate competence in the above-mentioned areas.

*Prerequisites:* Junior standing, BuA 271 and Mth 314 or Mth 360.

**381. Advanced Marketing. (5)**

Intensive study of selected aspects of marketing management, and of the role of marketing in our economic system. Particular emphasis on helping students to further their analysis, decision-making and communication skills in this context.

*Prerequisites:* Junior standing, BuA 271 and BuA 280, or consent of the instructor.

**391. Managing A Small Business. (5)**

A study of the application of the science of management to the development and management of the small business enterprise. Opportunities, characteristics, and problems with the small business will be evaluated. Students will be required to develop a business plan for a small business and when possible students will be given an opportunity to work on special projects with small businesses in the community. The class requires active participation by students in and out of the classroom.

*Prerequisites:* Junior standing, BuA 255, BuA 271 and BuA 280.

**440. Business Problems. (5)**

This is the capstone course for all B.A. (with major in Business Administration) and B.B.A. students. It incorporates the use of a computer-based simulation in an effort to integrate all the functional areas of business into one comprehensive course. Students are required to work in groups as managers of a simulated company and make the necessary marketing, finance, economic, accounting and management decisions to run their company effectively. The student's grades are a function of individual and group performance.

*Prerequisites:* Senior standing, completion of all requirements (except BuA 450). In exceptional circumstances the permission of the instructor may be obtained to waive the above requirements. Student must have been formally accepted as a business administration major.

**450. Senior Seminar. (5)**

A seminar providing each student with the opportunity for broader application of prior training in business administration. Major attention is given to the development of effective communication, individual perspectives and individual conclusions. "Effective communication" requires that the student demonstrate the ability to employ the English language effectively in oral presentations and in written assignments. A research paper is required, and it accounts for a substantial percentage of the student's grade. This course assists students in making the transition from college student to business professional. Much work is required and effective time management is a must.

*Prerequisites:* Senior standing, and completion of all major requirements (except BuA 440). In exceptional circumstances permission of the instructor may be gained to waive one of the above requirements. Students must have been formally accepted as a business administration major.

**460. Internship in Business. (5-15)**

Practical experience through placement of selected majors in private/public firms or organizations. No more than 5 credit hours per quarter for a maximum of 15 credit hours in internship program may be taken.

*Prerequisites:* Senior standing, student must have been formally accepted as a business major. Additionally, a G.P.A. of 3.00 or higher and/or recommendation of business department faculty.

## Graduate Courses

### Preparatory Courses

**501. Accounting Fundamentals. (5)**

Basic accounting systems and concepts. Preparation and analysis of basic accounting statements. Partnership and corporation accounting, and other selected topics.

**505. Computers in Business I. (5)**

An introductory study of the use of computers in business, and of the fundamentals of computer programming.

**511. Micro-Macro-economics. (5)**

A survey of the two branches of economic theory from a managerial perspective. Macroeconomics emphasizing national income accounting, fiscal and monetary policies. Microeconomics giving the student an introduction to price and distribution theories.

**521. Management and Organizational Behavior. (5)**

Study of the basic concepts and functions of enterprise management, and of the major perspectives on effective management and utilization of human resources in the organization. Particular emphasis on the management of change and innovation.

**531. Marketing Fundamentals. (5)**

Study of the managerial aspects of the marketing function, the marketing concept, marketing strategy planning, and the role of marketing in the enterprise and in the economy as a whole.

**541. Finance Fundamentals. (5)**

Study of the basic concepts and models utilized in effective financial management. Includes such topics as: forecasting and planning, investment and financing decisions, financial control, and interaction with capital markets.

## **Level I — Six courses, all required.**

### **602. Applied Decision Sciences I. (5)**

A study of the basic models and quantitative techniques used in business problem analysis. Emphasis on development of problem-solving and decision-making capabilities in an administrative environment. Includes such topics as statistical inference, correlation and regression, and optimization and programming models.

### **612. Managerial Economics. (5)**

As a course in applied micro-economics, Managerial Economics focuses on the utilization of micro-economic principles in conjunction with mathematical and statistical tools to analyze and/or make business decisions.

### **621. Organizational Behavior. (5)**

A study of the major historical perspectives, and the current challenges and opportunities, with regard to maximizing human resource development and effectiveness. Particular emphasis on key aspects of the current literature, and on building individual models of understanding of this dynamic challenge.

### **622. Social and Legal Environment of Business. (5)**

A study of current social problems faced by business, with particular attention paid to the background factors giving rise to those problems, various proposed solutions, and the approach that is currently being followed.

### **624. Operations Management. (5)**

Study of the major methods and practices in the field of operations management. Particular emphasis is placed on managerial problem-structuring and decision-making practices in this context, and on the major concepts and models utilized in effective operations management.

### **642. Corporate Finance. (5)**

A study of the theory, principles, analytical procedures and problem-solving techniques incorporated in the management of the firm's flow of funds. Includes such topics as: capital structure, financing, working capital management, and maximization of market values.

## **Level II — Elective Courses: Three courses required. (These courses offered on demand)**

### **600. Effective Business Communication. (5)**

A study and application of techniques designed to develop more effective written and oral presentations of proposals, reports and research analyses.

### **606. Applied Decision Sciences II. (5)**

Further development of the study initiated in BuA 602.

### **609. Computers in Business II. (5)**

Further study of computer programming and the use of computers in business.

### **626. History of Business. (5)**

A survey of business in western civilization, beginning with the Commercial Revolution, but emphasizing the American experience from the colonial period. Attention is paid to developments in technology, organizational structure and management theories.

**627. Entrepreneurship. (5)**

A study of entrepreneurship and its role in our socioeconomic systems, and the basic business and management function involved in the initiation and operation of a small business. Particular emphasis on the development and presentation of a comprehensive proposal for the initiation of a business enterprise by each individual student.

**628. Human Resource Management. (5)**

Study of the major activities of the human resource management function, and of their influences on employee effectiveness and their relationships to such external influences as labor markets and governmental regulation.

**631. International Business. (5)**

A study of the major opportunities, challenges, and approaches to increased effectiveness, in the international business area.

**636. Marketing Management. (5)**

Advanced study of selected strategic management aspects of the marketing function. Special emphasis on key information-gathering and decision-making processes.

**650. Thesis Option. (5)**

Provides the opportunity for meaningful research study and report on an appropriate topic of particular interest to the individual student.

*Prerequisites:* Six 600-level courses, and prior approval of the topic by the Department Head.

**Level II — Three required Courses**

**670. Management Systems. (5) Fall.**

A study of the systems, structures and human resource utilization methods employed by goal-seeking organizations.

*Prerequisite:* Six 600-level courses, including BuA 621.

**675. Strategic Management. (5) Winter.**

A study of the development and utilization of the emerging increasingly interactive perspective on total enterprise management. Each student is expected to build his/her own comprehensive model of strategic management.

*Prerequisite:* BuA 670.

**680. Policy. (5) Spring.**

Capstone case study course treating the critical senior management challenges of business policy formulation and strategic management. Particular emphasis on innovation and the management of change.

*Prerequisite:* BuA 675.

## Chemistry

The chemistry faculty has several goals: service, liberal arts, and professional chemistry. The student in chemistry will be seeking one of these goals. Many students take one or more courses in chemistry as part of their preparation for a major in a related area or because they understand that their general education is less than complete without an introduction to one of the natural sciences. For these students the courses that are offered take into account this science need. For other students who desire to move beyond this introduction and pursue a major in chemistry, two degree programs are offered. Students can pursue the B.A. degree with a major in chemistry or a B.S. degree with a major in chemistry. Students who pursue the B.A. degree desire to mix their study of chemistry with an extensive opportunity to pursue unrelated or related course work. This is the liberal studies degree in chemistry. There is ample room for electives in this program. A more in-depth degree is earned by students in the B.S. program. Students who pursue the B.A. will probably seek careers in nonscience areas such as law, technical sales, general business or in science-related areas such as secondary education or health-related areas. Students who pursue the B.S. degree are those who desire to become industrial chemists, enter graduate school, or work in government laboratories. The B.S. degree is a very competitive degree for health-related careers where admission standards to professional schools are high.

The specific objectives for the respective degrees are as follows:

### The Bachelor of Arts Degree

Students who earn the B.A. degree will be appropriately competent in the following areas:

1. Atomic and molecular structure and chemical bonding
2. The language of chemistry
3. Equilibria
4. Periodic relationships
5. Thermochemistry
6. Physical measurements on chemical systems
7. Experimental skills, including data organization and analysis
8. Recognition, structure and reactivity of the major organic functional groups
9. Experimental synthesis and characterization of organic compounds by physical and instrumental methods (including IR and NMR)
10. An overview of one or more of the following areas: analytical chemistry, inorganic chemistry and/or biochemistry



Students earn these competencies by pursuing the following courses required for Bachelor of Arts curriculum in chemistry:

Chemistry 101, 102

Chemistry 351, 352 and 353

and twenty-five (25) additional hours at or above the 300-level

The support courses required are Physics 101, 102 or Physics 121, 122, Mathematics 111 and Computer Science 163

Students who earn the B.A. degree will have demonstrated their attainment of the specific objectives by scores at or above the fortieth percentile (40%) of the national norms of the current American Chemical Society (ACS) Exams for (1) general chemistry and (2) organic chemistry. These exams will be given at the end of the appropriate course(s) and will be offered to students up to three additional times prior to the time of the students' scheduled graduation. In the event that a student desires to repeat an exam for the second, third or final time, evidence of preparation must be presented. Re-examination cannot be scheduled earlier than two weeks following a previous examination.

## **The Bachelor of Science Degree**

Students who earn the B.S. degree will be appropriately competent in the following areas:

1. Atomic and molecular structure and chemical bonding
2. The language of chemistry
3. Equilibria
4. Periodic relationships
5. Thermochemistry
6. Physical measurements on chemical systems
7. Experimental skills, including data organization and analysis
8. Recognition, structure and reactivity of the major organic functional groups
9. Experimental synthesis and characterization of organic compounds by physical and instrumental methods (including IR and NMR)
10. Volumetric and gravimetric analytical theory and practice
11. Instrumental analytical theory and practice
12. Thermodynamics
13. Chemical dynamics
14. General overview either of advanced inorganic and organic chemistry or of biochemistry
15. The fundamentals of the research process in chemistry

Students earn these competencies by pursuing the following Bachelor of Science curriculum:

Chemistry 101, 102

Chemistry 311, 312

Chemistry 351, 352, and 353

Chemistry 361, 362

and either Chemistry 442, 443 and 454 or Chemistry 483 and 484

Additionally, a research experience is required between the junior and senior years. This may be done on campus, in industry, or in a research university in a summer program. Students may elect to earn 495 credit for this required activity.

Supporting courses that are required are the following:

Mathematics 122, 123

Physics 121, 122, 125

Computer Science 163 and one programming course

**Note:** The scheduling of the B.S. curriculum is important. Students should be prepared to take Chemistry 361 or 362 their junior year. This requires that calculus be taken during the freshman year and physics during the sophomore year. Most students choose to begin their chemistry during the freshman year. The freshman year curriculum might be the following:

Fall	Winter	Spring
Mth 122	Mth 123	additional Mth
general education	Chm 101	Chm 102
general education	general education	general education

Students who earn the B.S. degree will have demonstrated their attainment of appropriate levels of competence by scoring at the fortieth percentile (40%) of National Norms of six (6) of the following eight (8) American Chemical Society (ACS) Exams or Exam groups.

1. General Chemistry
2. Organic Chemistry
3. Analytical Chemistry
4. Instrumental Chemistry
5. Dynamics and thermodynamics (2 exams) or Physical Chemistry
6. Inorganic
7. Biochemistry

These exams are given at the end of the appropriate course(s) and may be repeated up to three additional times prior to the students' scheduled graduation. In the event that a student desires to stand for an exam for the second, third or final time, evidence of adequate preparation must be presented. Re-examination cannot be scheduled earlier than two weeks following the previous examination.

## Course Descriptions

Chemistry is a laboratory science and the department views the laboratory experience as an essential component of those courses with an associated laboratory. Consequently, a passing grade must be achieved in both the lecture and the laboratory portions of the course to obtain a passing grade in the course.

**101. General Chemistry I. (4 hrs. lec., 3 hrs. lab per week) (5) Fall, Winter.**

A study of the foundations of chemistry including stoichiometry, atomic structure and periodicity, molecular structure and bonding models, the gas, liquid and solid phases.

*Prerequisite:* Mth 111 or placement at Mth 122.

**102. General Chemistry II. (4 hrs. lec., 3 hrs. lab per week) (5) Winter, Spring.**

This course continues 101 and is a study of oxidation reduction reactions and electrochemistry, chemical thermodynamics, kinetics, and equilibrium. The ACS exam for general chemistry is included at the end of this course.

*Prerequisite:* Chm 101.

**301. Qualitative Analysis. (3 hrs. lec., 6 hrs. lab per week) (5)**

A study of the principles and practice of the separation and identification of inorganic cations, anions, and salts. These include the analytical uses of solvents, equilibria, coordination compounds, and special techniques such as spot tests and paper chromatography.

*Prerequisite:* Chm 102.

**311. Quantitative Analysis I. (3 hrs. lec., 6 hrs. lab per week) (5) (On demand)**

A study of the theory and practice of volumetric and gravimetric quantitative analyses.

*Prerequisites:* Chemistry 101-102.

**312. Quantitative Analysis II. (3 hrs. lec., 6 hrs. lab per week) (5) (On demand)**

A study of advanced analytical techniques, emphasizing instrumental analyses.

*Prerequisite:* Chemistry 311, or consent of the instructor.

**351. Organic Chemistry I. (4 hrs. lec., 4 hrs. lab per week) (5) Fall.**

A study of the fundamentals of organic chemistry with respect to the bonding, structure, nomenclature and reactivity of the various classes of organic compounds.

*Prerequisite:* Chemistry 102.

**352. Organic Chemistry II. (4 hrs. lec., 4 hrs. lab per week) (5) Winter.**

A continuation of Chemistry 351.

*Prerequisite:* Chemistry 351.

**353. Organic Chemistry III. (4 hrs. lec., 4 hrs. lab per week) (5) Spring.**

A continuation of Chemistry 352. The ACS exam in organic chemistry will be administered at the conclusion of this course.

*Prerequisite:* Chemistry 352.

**361. Physical Chemistry I. (4 hrs. lec., 3 hrs. lab per week) (5)**

A study of the basic principles of Physical Chemistry including the properties of gases, thermodynamics, thermochemistry, changes of state, and the phase rule.

*Prerequisites:* Chm 102, Phy 102 or 122.

**362. Physical Chemistry II. (4 hrs. lec., 3 hrs. lab per week) (5)**

A continuation of 361 including electrochemistry, kinetic molecular theory of gases, ion transport, and chemical kinetics. The ACS examinations on Thermodynamics and Dynamics will be administered at the completion of those portions of the course.

*Prerequisite:* Chm 361.

**374. Chemical Synthesis and Characterization. (1 hr. lec., 8 hrs. lab per week) (5) (On demand)**

This course is concerned with the synthesis and analysis of organic and inorganic compounds using modern laboratory techniques.

*Prerequisite:* Chemistry 353.

**442. Inorganic Chemistry I. (3) Winter.**

An examination in some depth of atomic and molecular structure and bonding. Symmetry aspects are introduced and used.

*Prerequisite:* Chm 362 or consent of instructor.

**443. Inorganic Chemistry II. (3) Spring.**

A continuation of 442 with emphasis on coordination and organometallic chemistry. Chemical periodicity is covered. The ACS in inorganic chemistry is the final exam for 443.

*Prerequisite:* Chm 442.

**454. Qualitative Organic Analysis. (1 hr. lec., 8 hrs. lab per week) (5) (On demand)**

A study of the theory and practice of the separation and identification of organic compounds by the transformation of organic functional groups.

*Prerequisite:* Chemistry 353.

**483. Biochemistry I. (5 hrs. lec. per week) (5) Winter.**

An introductory course in the principles of biochemistry, with emphasis on the structure and function of biomolecules, membrane structure and function, and an introduction to metabolism and bioenergetics.

*Prerequisites:* Biology 101-102; Chemistry 101-102, 351-352.

**484. Biochemistry II. (5 hrs. lec. per week) (5) Spring.**

A continuation of Chemistry 483 with emphasis on cellular metabolism, fundamentals of molecular genetics, and current topics in biochemistry. The ACS examination for biochemistry will be administered at the conclusion of this course.

*Prerequisite:* Chemistry 483.

## Computer Science

The computer science faculty members of LaGrange College have several goals. As a service to the general student population, courses are offered to acquaint students with the impact of computers on society and the ways in which computers are used. For students who want further study in computer science, a minor and two major programs are offered.

Computer science majors in the B.A. and B.S. degree programs should:

1. be able to write programs in a reasonable amount of time that work correctly, are well documented, and are readable;
2. be able to determine whether or not they have written a reasonably efficient and well-organized program;
3. know what general types of problems are amenable to computer solution, and the various tools necessary for solving such problems;
4. be able to assess the implications of work performed either as an individual or as a member of a team;
5. understand basic computer architectures;
6. be prepared to pursue in-depth training in one or more application areas or further education in computer science.
7. In addition, students in the computer science track of the B.S. degree program should be able to do research, be able to convey technical ideas in a clear writing style, and have the mathematical background necessary for scientific problem-solving. Students in the business track of the B.S. degree program should have the knowledge of the functional areas of business necessary for working in that environment.

To accomplish these objectives, students will do the following: in order to be a major in the Computer Science Department, a student must have a GPA of 2.25 or better. The student may elect to pursue a B.A. degree, one of two tracks in a B.S. degree (either the computer science track or the business track), or a minor. For all options mentioned, students must take CSc 161, 199, 299, and one of the following three courses: CSc 280, 285, or 296 (except that the business track of the B.S. degree requires CSc 285). All students at LaGrange College are required to take CSc 163 as a general requirement.

Additional requirements for the B.A. degree include eight 300-level, or above, computer science courses, to include CSc 300, 305, and 325; and four mathematics courses, to include Mth 122, 123, and two of the following: Mth 124, 335, 370, 410, and either 314 or 316.

Additional requirements for the computer science track of the B.S. degree include ten 300-level, or above, computer science courses, to include CSc 300, 305, 325, and 495; five mathematics courses to include Mth 122, 123, and three of the following: Mth 124, 335, 370, 410, and either 314 or 316; and Eng 153. In addition, Physics 101/102 or 121/122 must be taken as general requirements.



Additional requirements for the business track of the B.S. degree include CSc 286, 300, 495, and three of the following: CSc 315, 325, 405, 415, 425, and 430; BuA 161, 162, 220, 255, 271, 280, and 440; Mth 122; Mth 360 or BuA 372; and Mth 314 or 316 (316 preferred). In addition, Eco 101 must be taken as a general requirement.

Additional requirements for the minor include four 300-level, or above, computer science courses, to include CSc 300.

All of the 100-level or above courses in computer science and in mathematics which are required for the B.S. and B.A. degrees and the minor must be completed with a grade of C or better.

The accomplishment of these objectives will be demonstrated by the following:

1. satisfactory performance on a programming test. This test will be based on the concepts learned in CSc 199 and 299 and should be taken at the end of the quarter in which the student completes CSc 299. The test will be offered once at the end of every quarter in which CSc 299 is offered. The test must be satisfactorily completed by the end of the quarter in which the student reaches a total of 135 hours of coursework, but under no circumstance will the student be allowed to take the test more than four times prior to and including that quarter. If the test has not been completed satisfactorily by that time, the student will not be allowed to continue in either the B.A. or the B.S. degree programs in computer science.
2. satisfactory performance on a comprehensive test administered by the computer science department. This test will cover concepts learned in CSc 161, 163, 199, 280/285/296, 299, 300 and, in addition, will cover selected topics from other 300-level, and above, computer science courses. The test must be taken first in the quarter in which the student reaches a total of 135 quarter hours of coursework. It will be offered once per quarter; however, a student is allowed to take the test a maximum of four times prior to his or her scheduled graduation. Upon failure to satisfactorily complete the test in four attempts, the student will not be allowed to graduate with a major in computer science.

Students who complete the computer science major have a wide range of employment opportunities. These include positions in sales, programming, and data processing and control. Graduates of the computer science degree programs at LaGrange College have secured positions as systems engineers, data processing managers, systems analysts, customer service representatives, and computer technicians, as well as other positions. Companies employing these graduates include Bell South, Texas Instruments, General Motors, the U.S. government, the state of Florida, Hughes Aircraft, West Point Pepperell, and others. Ninety-five percent of our graduates who enter the job market have been placed in above-average salary positions.

In addition, a number of graduates have gone on to graduate school in areas such as computer science and electrical engineering.

The following is the suggested sequence of courses. Course availability is subject to staffing and other considerations.

NOTE: BA refers to requirements for the B.A. degree. BSC refers to requirements for the computer science track of the B.S. degree, and BSB refers to the requirements for the business track of the B.S. degree. CSc 3+ + means 300-level or above, restricted for BSB majors. Mth 3 × × means Mth 124, Mth 335, Mth 370, or Mth 410. BuA 2 × × means BuA 255, 271, or 280.

	Fall	Winter	Spring
<b>Freshman</b>	CSc 161 ..... 2 Mth 122 ..... 5 Eng 101 ..... 3 His 101/111 ..... 5 Col 101 ..... 2	CSc 199 ..... 5 CSc 163 ..... 2 Eng 102 ..... 3 PEd ..... 1 (BA/BSC) Mth 123 . 5 (BSB) BuA 2 × × . 5	CSc 299 ..... 5 Mth 316 ..... 5 Eng 103 ..... 3 His 102/112 ..... 5
Total	17	16	18
<b>Sophomore</b>	CSc 300 ..... 5 general ..... 5 PEd ..... 1 (BA/BSB) science . 5 (BSC) Phy 101/121 . 5	general ..... 5 PEd ..... 1 (BA) CSc 280/285/296 and science . 10 (BSC) CSc 280/285/296 Phy 102/122 . 10 (BSB) CSc 285 and science . 10	general ..... 5 PEd ..... 1 (BA/BSC) CSc 325 and general . 10 (BSB) CSc 286 and Eco 149 . 10
Total	16	16	16
<b>Junior</b>	general ..... 5 (BA/BSC) CSc 305, 3-hr. elective, and Mth 3 × × . 13 (BSB) CSc 3+ + , BuA 220, and BuA 161 ..... 13	Spc 105 ..... 3 general ..... 5 (BA) CSc 3+ + and general . 10 (BSC) CSc 3+ + and Mth 3 × × . 10 (BSB) BuA 162 and BuA 2 × × . 10	CSc 3+ + ..... 5 general ..... 5 (BA) elective ..... 5 (BSC) Eng 153 ..... 5 (BSB) Mth general . 5
Total	18	18	15
<b>Senior</b>	CSc 3+ + ..... 5 general ..... 5 (BA) elective ..... 5 (BSC/BSB) CSc 495 . 5	(BA) CSc 3+ + and 2 electives . 15 (BSC) general and 2 of CSc 3+ + . 15 (BSB) BuA 440, general, and elective . 15	(BA/BSC) CSc 3+ + , 2 electives . 15 (BSB) 1 elective, Mth 360/BuA 372, and BuA 2 × × . 15
Total	15	15	15

Grand Total: 195 quarter hours

## Course Descriptions

### **151. Basic Programming. (5)**

An introduction to programming and algorithm development using the language BASIC.

### **161. Introduction to Editing and System Languages. (2)**

This course is designed to assist and familiarize the student with the operating system of a mini-computer and with the various editing techniques that are available. The course is designed for computer science students and for those who need to learn the Unix operating system.

NOTE: This course may be repeated once by any student who took it prior to Fall Quarter 1987.

### **163. Introduction to Microcomputers. (2)**

This course is designed to assist and familiarize the student with the operation of a personal computer and the operation of a disk operating system (DOS). This course also covers personal computer applications such as database systems, word processors, and spread sheets.

### **199. Introduction to Algorithmic Design. (5)**

Problem solving and algorithmic design in a procedural language (Pascal). Structured programming concepts, debugging and testing, documentation.

*Prerequisite:* CSc 161.

### **280. FORTRAN Programming. (5)**

The study of FORTRAN involving more advanced concepts than in CSc 151. This language is used primarily in science, mathematics, and engineering.

*Prerequisite:* CSc 161.

### **285. COBOL Programming I. (5)**

The study of COBOL involving more advanced concepts than in CSc 151. This language is used primarily in business data processing applications. Emphasis on information retrieval problems. Team project required.

*Prerequisite:* CSc 161.

### **286. COBOL Programming II. (5)**

Advanced programming concepts with a strong emphasis on ISAM FILES and interactive programming.

*Prerequisite:* CSc 285.

### **295. RPG Programming. (5)**

A study of RPG II involving more advanced concepts than in CSc 151. This language is primarily used in the solution of business-oriented problems.

*Prerequisite:* CSc 163.

### **296. C Programming. (5)**

A study of the language C involving more advanced concepts than in CSc 151. This language is a general-purpose language implemented on a UNIX operating system.

*Prerequisite:* CSc 199 or any 200-level CSc course.

**299. Algorithmic Design. (5)**

A continuation of CSc 199. Further development of techniques for program design, program style, debugging and testing, especially for larger programs. Introduction to algorithmic analysis. Introduction to the basic aspects of string processing, recursion, internal search/sort methods, and simple data structures.

*Prerequisites:* CSc 161 and 199. **NOTE:** This course is a prerequisite for all 300- and 400-level courses.

**NOTE: CSc 299 IS A PREREQUISITE FOR ALL OF THE FOLLOWING COURSES**

**300. Introduction to Computer Systems. (5)**

Computer structure and machine language, assembly language programming. Addressing techniques, macros, file I/O, program segmentation and linkage, assembler construction, and interpretive routines.

**305. Introduction to Computer Organization. (5)**

Basic logic design, coding, number representation and arithmetic, computer architecture, micro-programmed architecture and organization, and multilevel machines.

**315. Introduction to File Processing. (5)**

Concepts of I/O management (fields, keys, records, and buffering). File organization, file operations, and data structures. Time and storage space requirements. Data security and integrity.

*Prerequisite:* CSc 300 or 325.

**320. Systems Programming (5)**

Basic concepts and terminology of systems programming including the use and implementation of assemblers, macros, loaders, compilers, and operating systems. The course will include a team project to develop a systems program.

*Prerequisite:* CSc 300.

**325. Data Structures. (5)**

Review of basic data structures such as stacks, queues, lists, and trees. Graphs and their applications. Internal and external searching and sorting. Memory management.

**330. Analysis and Design of Logic Circuits. (5) (4 hrs. lec., 2 hrs. lab per week)**

Binary numbers; Boolean algebra, Boolean functions, truth tables and Karnaugh maps, gates and flip-flops; combinational and sequential logic circuits; design methods and design verification; logic families and logic technologies.

*Prerequisite:* CSc 300 or 305.

**331. Organization of Programming Languages. (5)**

An introduction to the structure of programming languages. Language definition structure, data types and structures, control structures and data flow. Run-time consideration, interpretative languages, lexical analysis and parsing.

*Prerequisite:* CSc 300.

**335. Digital Computer Architecture. (5) (4 hrs. lec., 2 hrs. lab per week)**

Structures for the central computer are studied; arithmetic logic units, machine language features, information transfer, memory hierarchy, channels, etc.

*Prerequisite:* CSc 305.

**340. Microcomputer Designs. (5)**

Microcomputer chip sets, microcomputer system design, machine programming. PROM programming, interfacing, applications, and advanced microcomputer/microprocessor architectures will be covered. In addition various software aspects such as assembly language programming, addressing modes, etc., will be covered.

*Prerequisite:* CSc 305.

**370. Discrete Mathematical Structures in Computer Science. (5)**

An introduction to the mathematical tools for use in computer science. These include sets, relations, and elementary counting techniques. Algebras and algorithms, graphs, monoids and machines, lattices and Boolean algebras, groups and combinations, logic and languages will also be involved.

*Prerequisite:* Mth 123.

**405. Database Management Systems Design. (5)**

Introduction to data base concepts. Data models, normalization, data description languages, query facilities. File organization, index organization, file security, and data integrity and reliability.

*Prerequisite:* CSc 315.

**410. Numerical Methods. (5)**

Introduction to numerical analysis with computer solution. Taylor series, finite difference calculus, interpolation, roots of equations, solutions of linear systems of equations, matrix inversion, least-squares, numerical integration.

*Prerequisite:* Mth 124 or consent of instructor.

**415. Advanced Program Design. (5)**

A formal approach to techniques in software design and development. Includes structured programming concepts, organization and management of software development. A large-scale software project will be developed by students working in teams.

*Prerequisite:* CSc 325.

**420. Theory of Programming Languages. (5)**

Review of grammars, languages, and the syntax and semantics. Scanners, parsers, and translation.

*Prerequisite:* CSc 331.

**425. Algorithms. (5)**

A study of problems and their algorithmic solution. Algorithms will be chosen from areas such as combinatorics, numerical analysis, systems programming, and artificial intelligence. Domain independent techniques will also be included.

*Prerequisite:* CSc 325.

**430. Computer Graphics. (5)**

Graphics characteristics and graphics-related language features. Application to business graphics and animation. Software tools for computer graphics. Analytic geometry and computer graphics. Basics of 3-D graphics. Hidden line and hidden surface routines.

*Prerequisite:* CSc 300.



**451-2-3. Special Topics. (5)**

This series of courses will provide the student with material not covered in the courses above. Topics such as telecommunications, microcomputer interfacing, artificial intelligence, automata theory, survey of modern languages, fourth-generation languages, and operating systems will be covered.

*Prerequisite:* Determined by topic.

**495. Independent Study. (5)**

Required for the B.S. major. See page 39 for requirements.

## Criminal Justice

A student may seek an Associate of Arts degree in criminal justice or may elect criminal justice courses as part of another program.

Students completing an A.A. degree will have a general education liberal arts orientation with a basic theoretical and practical understanding of the criminal justice system.

To accomplish these objectives students will take the following courses:

1. Completion of four hours of physical education or its equivalent, or criminal justice/sociology electives.
2. Satisfactory completion of the general education curricula (see page 46).
3. Satisfactory completion of the following Criminal Justice core courses:  
 Criminal Justice 101 — Introduction to Law Enforcement — 5 hrs.  
 Criminal Justice 102 — Introduction to Corrections — 5 hrs.  
 Criminal Justice 103 — Police Administration — 5 hrs.  
 Criminal Justice 301 — Criminal Law I — 5 hrs.  
 Criminal Justice 302 — Criminal Law II — 5 hrs.  
 Criminal Justice 303 — Criminal Investigation — 5 hrs.  
 Criminal Justice 306/Dual listed Sociology 306 Juvenile Delinquency — 5 hrs.  
 Criminal Justice 307/Dual listed Sociology 307 Criminology — 5 hrs.

Total Hours — 95

In addition to the above listed requirements the accomplishment of the A.A. objectives will be demonstrated by an interview with an examination by a panel of selected law enforcement officers.

Students who complete the A.A. degree in Criminal Justice have career options that include:

1. Law Enforcement
2. Correctional Services

### Course Descriptions:

#### **100. Firearms Familiarization. (2)**

This course provides the criminal justice student with the basic knowledge of proper use and safe handling of a handgun for the purpose of self-defense within the boundaries of the law.

#### **101. Introduction and Law Enforcement. (5)**

A very broad orientation and introduction to the field of law enforcement.

#### **102. Introduction to Corrections. (5)**

A course designed to provide an overview of the United States correctional system.

#### **103. Police Administration. (5)**

A study of police organizations and their related managerial functions.

**301. Criminal Law I. (5)**

An overview of criminal procedure from arrest and trial through appeal.

**302. Criminal Law II. (5)**

A review and analysis of the elements of American criminal statutes.

**303. Criminal Investigation. (5)**

A study of the scientific, procedural and intuitive aspects of the investigation of crimes against persons and property.

**306. Juvenile Delinquency. (5)**

An analysis of the nature and causes of juvenile delinquency and an evaluation of treatment or preventative programs in this area of behavior.

**307. Criminology. (5)**

A study of criminal behavior and its treatment. An overview of treatment of the offender by means of imprisonment, probation, and parole.

## Dance

The following courses in dance are offered. Dance courses fulfill the general education physical education requirements.

**106. Folk and Square Dance. (1)**

Experiences in the techniques of various forms of folk and square dancing.

**160. Beginning Ballet I. (1)**

An introduction to the basic techniques and skills of classical ballet. This course incorporates barre exercises stressing correct placement and conditioning of muscles basic to balletic control, along with center floor exercises emphasizing skills learned at barre.

**161. Beginning Ballet II. (1)**

A continuation of Beginning Ballet I, increasing the variety of steps learned.

**162. Beginning Ballet III. (1)**

A continuation of Beginning Ballet II, combining more steps in center floor practice.

**163. Intermediate Ballet I. (1)**

Classical ballet class consisting of barre and center floor work introducing epaulement, adage, pirouettes, petite allegro and grand allegro combinations.

**164. Intermediate Ballet II. (1)**

A continuation of Intermediate Ballet I.

**165. Intermediate Ballet III. (1)**

A continuation of Intermediate Ballet II.

**170. Advanced Ballet. (1)**

The most challenging level of classical ballet consisting of a more intricate barre and center, increases of tempo, multiple pirouettes and tours, and more sustained adages. The student will work not only upon clarifying technique but performing aplomb as well.

# Economics

## I. Introduction:

The Economics and Business Administration faculty members intend to accomplish three primary goals, within the context of a liberal arts educational environment, and with the highest possible level of professional competence. The goals are to help students develop (1) increased understanding of the nature and purposes of our business system and of our economic system, and of the relationship of business to the socioeconomic system in which it operates; (2) increased understanding of and proficiency in the major business functions; and (3) increased understanding of micro- and macro-economic theory and policy choices.

The program is designed to serve both the general student population and department majors. As a contribution to the general requirements area, the department provides an introduction to economic analysis with Eco 101: **Contemporary Economic Issues**. The department also provides opportunities for students majoring in other areas to supplement their curricula by taking courses which can help them increase their understanding of the role and functioning of business, and of our economic system. This is particularly pertinent for majors in the Social Sciences and Computer Science.

For students who elect to move beyond this introduction and pursue a major, the department offers several undergraduate degree programs. Students can pursue the A.A. degree with a major in business; a B.A. with a major in business, or in economics; or the Bachelor of Business Administration degree, with a concentration in either accounting, business economics, or general business — management. The department also offers course work leading to the Master of Business Administration degree. The Business Administration degrees are described on page 75.

The department provides for the majors the background to enter graduate and professional schools, and to obtain employment in a wide variety of firms.

## II. Objectives:

### Economics:

For non-majors, the Economics course offerings seek to provide students with a general understanding of basic economic principles and to supplement their major field of study with elective courses in various areas of applied economics.

For majors, the Economics curricula seeks to prepare students for professional careers in the private or public sector as well as to prepare them for additional academic endeavors in Economics or Business Administration at the graduate level.



Students completing a major in Economics will have a thorough understanding, at the intermediate level, of micro-and macro-economic theory and policy choices plus a solid foundation in quantitative analysis. They will also be well informed in the historical development of economic thought and will have surveyed various specialized areas of applied economics.

III. To accomplish the objectives students will take the following courses;

Bachelor of Arts (major in Economics)

Eco 201 Principles of Micro-economics

Eco 203 Principles of Macro-economics

Eco 301 Intermediate Micro-economics

Eco 302 History of Economic Thought

Eco 303 Intermediate Macro-economics

Eco 325 International Economics

Eco 331 Money and Banking

Eco 450 Senior Seminar

15 additional hours in economics

Mth 314 Statistics

Mth 360 Finite Mathematics

The approved program of teacher education in Economics consists of a minimum of 50 hours as approved by the major academic advisor, and the professional education sequence. (See page 106.)

IV. The accomplishment of these objectives will be assessed after an intensive review of the student's progress and accomplishments. The student will demonstrate this competence by a satisfactory score on a comprehensive examination, which may include both written and oral segments. The comprehensive will normally be taken during the student's last quarter.

V. Students who complete the majors offered in the department have found employment in a number of organization, including public service (military and non-military, federal, state or local), education, manufacturing, finance and retailing. Our graduates are self-employed, or work for small or large organizations.

VI. Course Descriptions:

**101. Contemporary Economic Issues.** (5) Fall, Winter, Spring.

This is a basic economics course for non-majors. It is designed to provide students with an understanding of introductory economics principles to analyze, from an economics perspective, issues such as the population explosion, poverty, energy, pollution, unemployment, inflation, etc.

**201. Principles of Micro-economics. (5) Fall, Winter.**

Price Theory: the study of the economic behavior of individual households and firms. Distribution Theory: The study of how factor prices are determined. Price and output decisions are examined under various types of market structures.

**203. Principles of Macro-economics. (5) Fall, Winter.**

General introduction to economics, the determination of the aggregate levels of income, output, employment and prices and the examination of fiscal and monetary policies.

**301. Intermediate Micro-economics. (5) Fall.**

At the intermediate level, analysis of the processes by which the behavior of individuals and firms under different market conditions affects the allocation of resources in a market-oriented economy.

*Prerequisite:* Eco 201, or consent of instructor.

**302. History of Economic Thought. (5) Winter.**

Attempts to relate the history of economic thought to the intellectual tendencies of various periods in an effort to explain how and why economic thought evolved at a given time.

*Prerequisites:* Eco, 201, 203, or consent of instructor.

**303. Intermediate Macro-economics. (5) Spring.**

At the intermediate level, analysis of the factors that determine the general level of prices, output, and employment as well as an examination of fiscal and monetary policies in an open economy.

*Prerequisite:* Eco 203, or consent of instructor.

**312. Economic History of the United States. (5)**

A study of the economic development of the United States, from colonial times to the present. Attention is paid to the influence of individuals, geography and institutions to the economy of the United States.

**322. Social and Legal Environment of Business. (5) Fall.**

A study of current social problems faced by business with particular attention paid to the background factors giving rise to those problems, various proposed solutions, and the approach that is currently being followed.

*Prerequisite:* Senior standing, or consent of instructor.

**323. Comparative Systems. (5)**

A study, and an evaluation of the theories underlying present day economic systems. Factors relating to the development of sample economies are explored. Policies currently being followed as well as proposed changes are discussed, with respect to maintenance of full employment, distribution of income and economic growth.

*Prerequisites:* Eco 201, 203, or consent of instructor.

**325. International Economics. (5)**

A study of the different theories of international trade and evaluation of the effects of regional economic integration and restrictions to world trade. An examination of the mechanisms of international payments, the foreign exchange markets and balance of payments adjustments under different exchange rate systems.

*Prerequisites:* Eco 201, 203, or consent of instructor.

**331. Money and Banking. (5)**

Study of banking and other financial institutions, as well as the examination of different schools of thought on monetary policy and theory.

*Prerequisite:* Eco 203, or consent of instructor.

**332. Public Finance. (5)**

Analysis of the impact of governmental expenditures, taxation and credit upon production and the distribution of income. Examination of the structures of the federal, state and local tax systems.

*Prerequisites:* Eco 201, 203, or consent of instructor.

**342. Government and Business. (5)**

A study of the interrelationships between the public and private sectors — the relationship between government and business, between government and labor, and government and agriculture. An examination of the reasons for, and the development of legislation, and case law relating to the relationship between the public and private sectors. A study of the rise of administrative law, and the regulatory agencies.

*Prerequisites:* Eco 201, 203, or consent of instructor.

**343. Labor Economics. (5)**

A study of the problems of wages and employment, from both a micro- and macro-economic approach. An examination of the goal of full employment in relationship to fiscal policy. A study of labor market considerations. A survey of organized labor and collective bargaining.

*Prerequisites:* Eco 201, 203, or consent of instructor.

**450. Senior Seminar. (5)**

A coordinating seminar providing each student with the opportunity for broader applications of prior training in economics. Major attention given to the development and communication of individual perspectives and conclusions. "Effective Communications" requires that the student demonstrate the ability to employ the English language effectively in oral presentations and in written assignments. An independent study project is required, resulting in a major research paper. Since a great deal of study time is expected, time management is a must.

*Prerequisites:* Senior standing, and prior, or simultaneous, completion of major requirements. In exceptional circumstances, permission of the instructor may be obtained to waive one of the above requirements.

**460. Internship in Economics. (5-15)**

Practical experience through placement of selected majors in private/public firms or organizations. No more than five credit hours per quarter for a maximum of 15 credit hours may be taken in internship.

*Prerequisites:* Senior major in economics, 3.00 or higher G.P.A. and/or recommendation of business/economics department faculty.

# Education

## Introduction

The department of Education offers a wide range of courses to meet a variety of needs and demands. The education curriculum at LaGrange College serves four basic purposes:

- 1) to provide for development of those professional understandings and abilities which are essential to the professional role to be assumed by the student
- 2) to provide planned and carefully guided sequences of laboratory experiences where the student will have opportunities to translate theory into action
- 3) to provide programs in Early Childhood Education, Middle Childhood Education, Secondary Education, and Art Education at the undergraduate level which are approved by the Teacher Certification Service Office of the Georgia State Department of Education
- 4) to provide programs leading to the Master of Education degree in Early Childhood Education and Middle Childhood Education which are fully accredited by the Southern Association of Colleges and Schools and the Georgia State Department of Education

## Teacher Certification

Certification requirements are established by the State of Georgia's Board of Education. LaGrange College offers a variety of degree programs which are approved by the State of Georgia's Department of Education and lead to certification in Georgia. Students desiring to be certified upon completion of their programs should plan to work especially closely with their advisers since certification requirements are subject to change.

At the undergraduate level, completion of an approved program conducted by the college qualifies a student to be certified at the NB-4 level. Upon graduation applicants may qualify for Performance-Based certification (PBT-4) by attaining a qualifying TCT score and demonstrating acceptable performance by an on-the-job assessment.

Master of Education programs conducted by the college are designed for students entering the program with an NB-4, NT-4, or PBT-4 certificates. Completion of Master of Education degrees qualifies these individuals at the fifth year level. Those individuals who do not have at least an NB-4 certificate must take course work leading towards NB-4 certification prior to taking courses leading to a Masters of Education degree. These courses must be approved by the Teacher Certification Services Office of the Georgia State Department of Education and their adviser within the Education department.

In addition, the College offers coursework leading to certification for individuals who hold a degree in other fields or wish to renew or add to their current area of certification. These students will be evaluated on an individual basis and will have their course work approved by the Teacher Certification Services Office of the Georgia State Department of Education and their adviser within the Education Department.

## **Admission to Undergraduate Teacher Education**

In order to be admitted to Teacher Education, a student must meet the following criteria:

- A. Have an overall GPA of 2.25 or better.
- B. Writing proficiency — a grade of C or better in English 101 and 102.
- C. Oral proficiency — a grade of C or better in a speech course. (Spc 105)
- D. Past performance — a recommendation from a former college professor.
- E. Prognosis for success — an evaluation during Education 199, Introduction to Education pertinent to:
  - a. attendance
  - b. attitude
  - c. cooperation
  - d. oral and written delivery skills
  - e. enthusiasm for teaching, etc.
- F. Complete the form for admission to Teacher Education and file in the registrar's office.

A student that has not met all of the above criteria may be admitted provisionally provided he or she has an overall GPA of 2.25 or better. The student admitted provisionally has three quarters in which to meet all of the criteria. A student may not register for an advanced course requiring a laboratory experience until all criteria for admission have been met. An education major whose GPA drops below 2.25 will be placed on departmental probation and has two quarters in which to remove the probationary status. Failure to do so may result in being dropped from the teacher education program.



## General Education Requirements

All students planning to complete approved programs of Teacher Education to qualify for a teaching certificate must complete at least 20 quarter hours in each of three fields outlined below.

### Humanities

Drama  
English  
Fine Arts  
Foreign Languages  
Music  
Philosophy  
Religion  
Speech

### Social Sciences

Economics  
Geography  
History  
Political Science  
Psychology  
Sociology

### Natural Sciences and Mathematics

Biology  
Chemistry  
Earth Science  
Geology  
Mathematics  
Physics

## Curricula for Professional Education

The curricula outlined for teacher education candidates are so arranged that a student may qualify for certification in Art Education, Early Childhood Education, Middle Childhood Education, or Secondary Education as approved by the Georgia State Board of Education. For secondary certification planned programs are offered in Economics, English, History, Mathematics, and Science.

To complete an approved program of teacher education in any field, these steps must be followed: (1) admission to Teacher Education, (2) admission to student teaching at the beginning of the quarter prior to student teaching, (3) an overall 2.25 GPA in the Bachelor's degree program, (4) a C or better in all courses applied to the teaching field and in the professional education courses, and (5) application for the teaching certificate at the end of the final quarter. Conferences with the Department of Education are required at each step.

## OBJECTIVES

### Approved Program in Early Childhood Education

Students completing the Early Childhood Education Major will:

- 1) develop a thorough understanding of the social, intellectual, physical, and emotional development of the child from birth to approximately eight years
- 2) identify the nature of learning and behaviors involving the young child
- 3) construct a curriculum appropriate to the needs of the young child
- 4) utilize existing knowledge about parents and cultures in dealing effectively with children

- 5) gain a thorough knowledge of the fundamental concepts of appropriate disciplines and to relate them to the young child's understanding
- 6) identify the value, place and responsibilities of para-professionals in a differentiated teaching staff
- 7) develop his maximum potential through the provision of a succession of planned and guided experiences

In order to achieve these objectives, students will take the following courses:  
Professional courses: Education 199, 342, 360, 365, 449, 459, 490C.

Specialized subject matter: Art 331; Education 317, 319, 341, 355, 456, 458;  
Health and Physical Education 320, 331.

## **Approved Program in Middle Childhood Education**

Students completing the Middle Childhood Education Major will:

- 1) demonstrate knowledge of middle grade learners in actual learning situations
- 2) identify appropriate instructional strategies and created environments to meet the social, emotional, physical and academic needs of individual children and small groups of children with diverse cultural backgrounds
- 3) understand research, professional practices, issues, trends and literature essential for effective teaching throughout the teaching field — with special emphasis on the middle grades (4-8)
- 4) understand diagnostic tools and approaches necessary for assessing needs of individual students, planning to meet those needs, and evaluating individual growth
- 5) be aware of need to modify instruction and change strategies based on the learning outcomes of previous activities
- 6) demonstrate appropriate professional traits in terms of classroom management, discipline, preparedness, and interaction with co-workers

In order to achieve these objectives, students will take the following courses:

Professional courses: Education 199, 363, 449, 459, 490M; Psychology 302, 304.

Core courses: Education 318, 322, 355, 455 and 457.

Specialized subject matter: A major concentration in a subject area of twenty-five quarter hours and a minor concentration in a second subject area of twenty quarter hours.

## **Approved Programs in Secondary Education**

In secondary education a major is required in the chosen teaching discipline. Approved programs are listed in this catalogue under the major department. The Education Department cooperates with other departments in counseling students about their choice of majors. The objectives for each area of specialization is listed in this catalogue under the major department.

In order to achieve the objectives, the students will take the following courses:

Professional courses: Education 199, 362, 449, 459, 490S; Psychology 302, 304.

Additionally, a method's course, taught by the Department in which a student is majoring is required. Education 355 is required for English certification.

Courses in English: All courses required for the major.

Courses in secondary science (Biology): Biology 101, 102 and 40 additional hours of Biology approved by the major adviser; Chemistry 101, 102, 351 and 352; Physics 101, 102 and 125; Math through 111 or 122 and 314 or 316; General Science 312. This program satisfies the requirements for a major in Biology.

Courses in secondary science (Chemistry): Chemistry 101, 102, 301, 311, 351, 352, 353, and 15 additional hours in Chemistry; fifteen hours of Biology; Computer Science 163; fifteen hours of Physics; Mathematics 316 (or 314); and General Science 312. This program satisfies the requirements for a B.A. major in Chemistry.

Courses in Economics: Economics 149, 150, 301, 302, 331, 450; Mathematics 314; and three additional courses in Economics; one 300-level course in two of the following areas: History, Political Science, and Sociology.

Courses in History: History 101 and 102; two courses from 307, 308, 310 and from 372, 374, 375; History 490, Senior History Seminar; History 360, Social Science Methods and five additional courses at the 300 level in History. One 300 level course in two of the following areas: Economics, Sociology, Political Science. The Department strongly recommends that students seeking certification select History 111 and 112, 315 and 306, and Geography 180 as electives and background for the Georgia Teacher Certification Test.

Courses in Mathematics: Mathematics 122, 123, 124, 306, 310, 316, 322, 333, 335, 340, plus two additional mathematics courses as approved by the department chairman. Also, Computer Science 151 and 163 are required.

## **Approved Program in Art Education**

The Art Education curriculum is designed to meet the State of Georgia requirements for kindergarten through twelfth grade teacher certification in art.

The objectives for students who complete the approved program in Art Education are:

- 1) to be competent in a wide range of expressive media and have an understanding of the traditions of particular media
- 2) to be aware of and be able to present the means, through visual expression, to humanize a growing technological society
- 3) to be sensitive to a wide array of visual expression and be able to relate historically, culturally, and ethnically to various forms of image, symbol and representation

- 4) to be cognizant of various methodologies for teaching art and be able to discern the best methods for diverse teaching requirements
- 5) to present art and art-related activities as vocational and avocational objectives
- 6) to be teachers who are themselves practicing artists and active in promoting the visual arts in their communities.

In order to achieve these objectives, students will take the following courses:

Professional courses: Education 199, 362, 449, 459; Psychology 149, 302, and Art 171, 172, 173, 180, 312, 321, 323, 331, 490.

## **Master of Education Degrees**

The Master of Education degree is offered in Early Childhood and Middle Childhood Education. These programs are fully accredited by the Southern Association of Colleges and Schools and the Georgia State Department of Education.

### **CANDIDACY**

Admission to graduate study does not constitute admission to candidacy for the M.Ed. degree. Students may apply for degree candidacy after they have completed 30 hours of graduate credit. Moreover, the student must have the recommendation of the department head in the specialized area and an overall grade average of B (3.0) on graduate courses taken with no grade below C. No grade below C will be accepted toward the degree.

### **FINAL EXAMINATION**

After students have been admitted to candidacy for the M.Ed. degree, they must make application for a final examination. This examination, written and/or oral, will be presided over by the chairman of the department in the area of the student's specialization, and is open to all members of the graduate faculty teaching in the student's elected fields.

### **THESIS**

LaGrange College does not require a thesis for the Master of Education degree.

## GUIDANCE AND COUNSELING

1. Upon acceptance the student is assigned an adviser.
2. With the help of the adviser each student plans a program of study to satisfy requirements in a chosen teaching field and which best meets individual needs.
3. In order to establish definite goals as well as intermediate objectives, a periodic checklist and a definite timetable will be mutually agreed to by student and advisers.

## PROGRAM DESIGN

A detailed structure of the specified programs follows:

**Early Childhood Education** 55 qtr. hrs.

**Professional Core** 25 qtr. hrs.

Edu 501 Foundations of Education

Psy 504 Advanced Educational Psychology

Edu 510 Methods of Educational Research

Edu 524 Current Trends in Early Childhood Curriculum

Edu 525 Advanced Child Development

**Content Area** 25 qtr. hrs.

(Note: Any graduate course in the content area may be substituted with the approval of the adviser.)

Edu 543 Analysis and Correction of Reading Difficulties

Edu 541 Problems in Teaching Reading

Edu 526 Communication Arts for the Young Child

Edu 519 Mathematics for the Young Child

Edu 517 Science for the Young Child

Edu 527 Creative Activities for the Young Child

Edu 536 Trends in Elementary Social Studies

Edu 540 Children's Literature

**Electives** 5 qtr. hrs.

A graduate course approved by adviser or five additional hours from content area, above.



**Middle Childhood Education**

55 qtr. hrs.

**Professional Core**

20 qtr. hrs.

Edu 501 Foundations of Education

Psy 504 Advanced Educational Psychology

Edu 505 Advanced Middle Childhood Curriculum

Edu 510 Methods of Educational Research

**Primary and Secondary Concentration**

25 qtr. hrs.

Edu 518 Science in the Middle Childhood School

Edu 520 Advanced Trends in Language Arts

Edu 543 Analysis and Correction of Reading Difficulties

Edu 541 Problems in the Teaching of Reading

Edu 537 Trends in Middle School Social Studies

His 506 History of the South

His 515 Georgia History

Mth 558 Fundamentals of Algebra and Geometry

Mth 514 Statistics with Probability

Edu 522 Mathematics for the Middle School

Bio 530 Environmental Science

GSc 592 History of Science

Eng 502 Advanced Grammar

Eng 503 Advanced Literature in the Middle School

10 qtr. hrs.

**Electives** — Graduate courses approved by  
adviser.

**CAREER OPTIONS**

Students who complete an Education Major should be well-prepared to teach in their chosen fields as well as pursue an advanced degree. Education Majors have many career options. Some jobs taken by recent graduates include management and supervisory positions in business and industry, flight attendants, travel agents, day care directors, and teachers and directors of church related pre-school programs.

**Course Descriptions****199. Introduction to Education. (5)**

An introduction to the field of education.

*Prerequisite to all other education courses.*

**\*317. Science for Early Childhood Teachers. (5)**

An introduction to the process of concept formation in science for the pre-school child by means of science observations and explanation of the natural world.

**\*318. Science in the Middle School. (5)**

An introduction to the major ideas and accomplishments in all fields of science, with particular reference to the needs of science, with particular reference to the needs of the middle childhood teacher.

**319. Mathematics for Early Childhood Teachers. (5)**

A study of mathematical concepts unique to early childhood education.

*Prerequisite:* Mathematics 111 or 122 or permission of adviser.

**322. Mathematics for Middle School Teachers. (5)**

A study of mathematical concepts unique to middle school education and effective techniques and procedures of instruction.

*Prerequisite:* Mathematics 111 or 122 or permission of adviser.

**341. Early Childhood Music and Creative Activities. (5)**

Selection and presentation of activities for young children in art, music, science, literature, and related fields which aid in the development of cognitive competency.

**342. Child Development. (5)**

Basic principles of child growth and development from birth to 9 years. Studies theories of child development; and physical, cognitive, language, and social development. Special emphasis on impulse control, ego development, and discipline techniques for young children.

**\*355. Teaching of Reading. (5)**

Foundations course for the teaching of reading. Examines teaching strategies, different approaches to reading, assessment procedures, and classroom organizational patterns in terms of their effect upon the child's expected course of reading development. Emphasis on diagnosis of reading problems, prescription for their remediation, and strategies for implementation. Field experience required.

**356. Psycholinguistic Reading in the Elementary School. (5)**

Analysis of current trends and practices in the teaching of reading (Grades K-8). Emphasis will be on psycholinguistic reading and practical application to the classroom and focus given to approaches presently being used in the elementary schools.

**\*360. Early Childhood Curriculum and Methods. (5)**

Considers theories, values, and practical aspects of curriculum development. Explores the use of planning tools, assessment techniques, learning objectives, and taxonomies. Studies methods of classroom procedure, functional units, use of various types of media, and evaluation of pupil growth. Field experience in grades K-4 required.

*Prerequisite:* Education 449 or permission of instructor.

**\*362. Secondary Curriculum and Methods. (5)**

A general methods course for prospective secondary teachers. Appropriate specific subject-matter, problems of curricula, classroom management, supervised study, and observation in public secondary schools.

*Prerequisite:* Education 449 or permission of instructor.

**\*363. Curriculum in the Middle Schools. (5)**

A course for Middle Education majors dealing with basic principles of curriculum development. Supervised observation in middle childhood classrooms.

*Prerequisite:* Education 449 or permission of instructor.

**365. Practicum in Early Childhood Development. (5)**

Focuses on children and families in a multicultural, multiracial, multiethnic American society with a particular emphasis on development of children as growing human beings. Examines strategies for working with parents and providing parent education. Field experience required.

**372. Methods of Classroom Management. (5)**

A course designed to assist students in investigating and evaluating the relationship between teacher effectiveness and classroom management. Specifically how teacher planning, organization, and effectiveness relate to classroom management. Emphasis will also be given to various roles expected of a teacher, alternative approaches to classroom discipline, both large and small group organization, and awareness of teacher stress, causes, and related problems.

**449. Educational Media. (5)**

The theory, preparation, and utilization of multi-sensory aids. Instructional aids will be the basis for student conducted micro teaching.

**\*455. Language Arts in the Middle School. (5)**

A course dealing with methods of teaching the language arts skills with emphasis on listening, speaking, writing and reading competencies.

**\*456. Children's Literature and Language Arts. (5)**

A course dealing with basic approaches and competencies in the teaching of children's literature and language arts skills.

**\*457. Social Studies in the Middle School. (5)**

Objectives, methods, content, and materials in middle school social studies programs.

**\*458. Social Studies in the Elementary School. (5)**

Objectives, methods, content, and materials in elementary school social studies programs.

**459. Introduction to Pupils with Special Needs. (5)**

A study of identification and diagnostic techniques for teachers as related to areas of exceptionality among students and of alternative styles of teaching to meet special needs.

**†490C. Early Childhood Student Teaching. (15)**

*Prerequisites:* September Experience, senior status; and approval of the Chairman of the Education Department.

**†490M. Middle Childhood Student Teaching. (15)**

*Prerequisites:* September Experience, senior status; and approval of the Chairman of the Education Department.

**†490S. Secondary Student Teaching. (15)**

*Prerequisites:* September Experience, senior status; and approval of the Chairman of the Education Department.

\*Restricted to Education Majors.

## Graduate Courses

### **501G. Foundations of Education. (5) (On demand)**

An advanced course in the nature of education with reference to philosophical, historical, psychological, sociological, and cultural development. An examination of aims and values, learners and the learning process, social implications, organization and means of support, and trends for the future. Individual and group projects required in relation to interests and needs. Performance evaluation emphasized. Selected list of reading materials.

### **505G. Advanced Middle Childhood Curriculum. (5) (On demand)**

An extensive reading and study course in current trends in middle school curricula, examining innovative educational programs in this country and abroad. Individual and group projects required in relation to interests and needs. Performance evaluation emphasized.

### **510G. Methods of Education Research. (5) (On demand)**

An identification of educational problems and appropriate research strategies. An introduction to the statement of research subjects, the methods of gathering and arranging data, statistical methods of analysis, and the use and application of research results.

### **517G. Science for the Young Child. (5) (On demand)**

A critical analysis of content, methodologies, and developmental procedures in science curriculum for the young child. Emphasis placed on the application of learning and sensorimotor skills to science content and processes.

### **518G. Science for the Middle School. (5) (On demand)**

A critical analysis of content, methodologies and developmental procedures in science curriculum for the middle school. Emphasis placed on the application of learning and sensorimotor skills to science content and processes.

### **519G. Mathematics for the Young Child. (5) (On demand)**

A study of early childhood mathematics and methodology.

### **520G. Advanced Trends in Language Arts. (5) (On demand)**

A study of the development and structure of language as it affects the curriculum of the elementary school. An examination of each language area providing the elementary teacher with fundamental knowledge as a basis for classroom teaching.

### **522G. Mathematics for the Middle School Child. (5)**

A study of middle school mathematics and methodology.

### **524G. Current Trends in Early Childhood Curriculum. (5) (On demand)**

An extensive investigation of development issues, and trends in early childhood education curriculum.

### **525G. Advanced Child Development. (5) (On demand)**

An intensive study of the emotional, social, physical, and intellectual development of children during their first nine years, emphasizing changes as a result.

### **526G. Communication Arts for the Young Child. (5) (On demand)**

A study of language acquisition, development and variability, and the implementation for classroom practices. Instructional techniques in oral language activities and activities basic to experiences in written language to be explored.

**527G. Creative Activities for the Young Child. (5) (On demand)**

Selection, discussion, and implementation of creative activities in art, music, language arts, science and related fields. Special emphasis placed on growth and development that facilitate creative functioning.

**528G. Practicum in Early Childhood Education. (5) (On demand)**

Supervised practice in approved institutional setting. Close supervision maintained by a member of the faculty.

**529G. Practicum in Middle Childhood Education. (5)**

Supervised practice in an approved middle childhood institutional setting. Close supervision maintained by a member of the faculty.

**536G. Trends in Elementary Social Studies. (5) (On demand)**

An overview of the social science disciplines with extensive reading in current materials. Development of curricula and resource materials for elementary social studies and presentation of materials developed for use in the classroom.

**537G. Trends in Middle School Social Studies. (5) (On demand)**

An overview of the social science disciplines with extensive reading in current materials. Development of curricula and resource materials for middle school social studies and presentation of materials developed for use in the classroom.

**540G. Children's Literature. (5) (On demand)**

A wide selection of reading material in the field of children's literature, including critical and biographical materials. Intensive study of one area in books for children and a report on research. Development of materials for enrichment of the elementary literature program.

**541G. Problems in Teaching Reading. (5) (On demand)**

A practical application of theories in the process of reading. Identification and study of methods for dealing with normal, handicapped, slow and gifted readers.

**543G. Analysis and Correction of Reading Difficulties. (5) (On demand)**

Utilization of diagnostic and achievement tests to determine reading difficulty in elementary school children. Formal procedures for remedial classes are developed which are designed to improve instruction in the graduate student's own classrooms. The analysis of the tests and implications for correction of reading difficulties are addressed. Elementary students are used for testing, analyzing the tests and preparing remediation. A formal case study is prepared at the conclusion of this testing.

**549G. Educational Media. (5) (On demand)**

An advanced course in the philosophy, development, utilization, and evaluation of current experimentation. Major emphasis given to systems approach to media utilization. Individual and group projects required in relation to interests and needs. Performance evaluation emphasized. Selected list of reading.

**556G. Psycholinguistic Reading in the Elementary School. (5)**

Analysis of current trends and practices in the teaching of reading (Grades K-8). Emphasis will be on psycholinguistic reading and practical application to the classroom and focus given to approaches presently being used in the elementary schools.



**559G. Introduction to Pupils with Special Needs. (5) (On demand)**

A study of identification and diagnostic techniques for teachers as related to areas of exceptionality among students and of alternative style of teaching to meet special needs.

**572G. Methods of Classroom Management. (5)**

A course designed to assist students in investigating and evaluating the relationship between teacher effectiveness and classroom management. Specifically how teacher planning, organization, and effectiveness relate to classroom management. Emphasis will also be given to various roles expected of a teacher, alternative approaches to classroom discipline, both large and small group organization, and awareness of teacher stress, causes, and related problems.

# English Language and Literature

## INTRODUCTION

The Department of English Language and Literature offers a wide range of courses to meet a variety of needs and demands: English for foreign students; journalism; business and technical writing; English literature, American literature, and continental literature in translation; freshman composition; and basic review. The aim of the Department is to teach proficiency in the use of the English language and to acquaint students with the best of their literary heritage. In our decade of increased specialization and highly restricted curricula for future lawyers, physicians, engineers, and business executives, it is misleading to assume that the student interested in language and literature has no career options outside the field of education. While many dedicated people find teaching to be a satisfying livelihood, there is documentary evidence "that training in English and literature, particularly at the college level, is invaluable preparation for futures in four outstanding professional areas: law, medicine, business and federal service" (See *English: The Preprofessional Major* by Linwood Orange. This pamphlet, published in its fourth edition by the Modern Language Association of America, 1986, is available in the LC Department of English and in the Office of Admissions.).

The Department of English Language and Literature has established a Writing Center which is located on the third floor of Manget Classroom Building. This center serves the college community by providing advice and critique for student papers. The center is directed by qualified professionals who direct the upperclass students serving as writing peers or writing fellows. The hours of the center are posted.

## OBJECTIVES

All students at LaGrange College must take courses in basic composition and in literature. Either English 104 or 105 is a prerequisite to the major in English, which consists of English 302 (Advanced Grammar), English 335 (Shakespeare), and nine additional courses at 300-level or above. English 302 and 335 are offered once each year. Other courses are offered on an alternating basis so that a major-level student has a balanced but wide selection from which to choose his nine "elective" courses.

## ACCOMPLISHMENT OF OBJECTIVES

For the English major, there will be an exit examination to be completed before the student is eligible for graduation. A student may elect 6 of the 7 areas listed under A, B, C. Area D may not be omitted.

**A. English Literature**

1. Medieval
2. Renaissance
3. 18th Century/Pre-Romantic
4. Romantic
5. Victorian

**B. World Literature**

**C. American Literature**

**D. Literary Theory/Rhetoric and Composition**

**010. English for International Students I. (10) Lab (2) Fall.**

A course to introduce students to American culture and to familiarize them with principles of grammar, syntax, and paragraph writing. A laboratory, equivalent to two (2) hours credit, will emphasize auditory perception, vocabulary comprehension, and oral conversation.

**011. English for International Students II. (5) Winter.**

A continuation of Eng 010 with emphasis on oral conversation and extended writing assignments, organizing the material in standard rhetorical patterns.

**100. English Review. (3) (On demand)**

Reading practice, sentence and paragraph writing, and review of grammar and mechanics.

**101. Readings and Composition I. (3) Fall, Winter, Spring.**

Effective expository writing, with the reading of selected prose. A review of grammar is included.  
*Prerequisite to all higher-numbered English courses.*

**102. Readings and Composition II. (3) Fall, Winter, Spring.**

A continuation of English 101, with reading selections from poetry and the short story.  
*Prerequisite to all higher-numbered English courses.*

**103. Readings and Composition III. (3) Fall, Winter, Spring.**

Advanced expository writing, with the addition of the term report. Readings in the humanities, the natural sciences and technology, and the social sciences.  
*Prerequisite to all higher-numbered English courses.*

**104. English Literature I. (5) (On demand)**

An examination, in historical context, of selected masterpieces of English literature from *Beowulf* to the eighteenth century.  
*Prerequisite:* This course or English 105 prerequisite to all 300-level English courses.

**105. English Literature II. (5) (On demand)**

The works of British writers of the Pre-Romantic, Romantic, and Victorian periods.  
*Prerequisite:* This course or English 104 prerequisite to all 300-level English courses.

**106. Masterpieces of American Literature I. (5) (On demand)**

A study, in historical context, of selected masterpieces of American literature to 1865.

**107. Masterpieces of American Literature II. (5) (On demand)**

A study of selected masterpieces of American literature from 1865 to the present.

**108. Backgrounds of World Literature. (5) (On demand)**

The reading and examination of selected literature in translation from the Classical to the Modern.

**150. Creative Writing. (2) (On demand)**

Practice in imaginative writing — poetry and fiction. Analysis of some professional writing, but emphasis on student work.

**151. Journalistic Writing. (2) (On demand)**

An introduction to basic types of writing for newspapers and magazines: news, feature, interview, review, and editorial. Assignments directed toward possible publication in area newspapers.

**151X. College Newspaper Journalism. (1) (On demand)**

A workshop for preparation and publication of *The Hilltop News*. May be taken independently of English 151 and repeated for credit.

**153. Business and Technical Writing. (5) (On demand)**

A study of the basic skills needed to prepare business letters and technical reports, with significant attention to a review of the fundamentals of English grammar.

**255. 256. Writing About Film. (3 credit hours each) (On demand)**

A film authors series, emphasizing important foreign and American films and approaches to writing about them.

**300. Methods of Teaching English in the Secondary School. (5) (On demand)**

A course dealing with the basic approaches and practical competencies in the teaching of language skills and literature.

**302. Advanced Grammar. (5) Winter.**

An intensive analysis of the traditional approach to grammar with attention to historical origins and an examination of structural and transformational-generative variations in the analysis of grammar. Required for the major in English.

**311. Advanced Literary Theory and Composition. (5) (On demand)**

An introduction to literary theory and analysis of fiction and poetry.

**313. Continental Backgrounds. (5) (On demand)**

An examination of major classics, in modern translation, of Greek, Roman, Medieval, and Renaissance literature to about 1616.

**314. Masterpieces of Continental Literature. (5) (On demand)**

Major European classics of fiction from the Renaissance through the nineteenth century.

**320. The Age of Chaucer. (5) (On demand)**

A survey, mostly in Middle English, of English literature to about 1500, including selected works of Chaucer.

**323. History of the English Language. (5) Winter, 1990.**

The historical development of the language, a study of its structure and its relation to other tongues.

**335. 336. 337. Shakespeare. (5) Spring.**

The development of Shakespeare's art, as reflected in selected individual plays or groups of plays. Required for the major in English.

**340. English Literature of the Renaissance. (5) (On demand)**

Renaissance English literature to about 1675, excluding Shakespearean drama.

**345. Milton. (5) (On demand)**

Selected poetry and prose of Milton.

**350. Restoration and Eighteenth-Century English Literature.** (5) Fall, 1989.  
Selected Restoration, Neoclassical, and Pre-Romantic English literature.

**361. The English Novel in the Nineteenth Century.** (5) (On demand)  
A study of selected works of Romantic and Victorian novelists.

**363. Romanticism in English Poetry.** (5) (On demand)  
A study of the works of selected major nineteenth century British poets, with emphasis upon lyric verse.

**370. Modern British Literature.** (5) (On demand)  
The poetry of Hopkins, Hardy, Housman, Eliot, and Yeats; fictional prose since Hardy.

**391. American Literature I.** (5) (On demand)  
Major Romantic writers of the United States through Whitman and Dickinson.

**392. American Literature II.** (5) (On demand)  
Major writers of the Realistic and Naturalistic movements in the United States.

**393. American Literature III.** (5) (On demand)  
Major writers of the United States since World War I.

**394. Southern Literature.** (5) Fall, 1989.  
A study of major Southern writers from about 1815 to the present.

## **Graduate Courses**

**501G. Grammar for the Middle School.** (5) (On demand)  
A review of grammar as it throws light on present-day usage. Attention will be given to departures from standard English which occur frequently in colloquial usage.

**503G. Literature for the Middle School.** (5) (On demand)  
A discussion of texts of literary merit suitable for the middle grades. Attention will also focus upon ways a teacher might use a given piece of literature in the classroom.



# French

## INTRODUCTION

A minor is offered in French which must include at least 30 hours, fifteen of which must be 300-level courses. It is possible that French 121 or 199 may be substituted for one 300-level course. The goal of the French minor is to provide an opportunity for the student to learn and to use a language other than his or her own native tongue within the limitations of a minor, and to offer skills to enter graduate school or to gain employment which may require the knowledge of French.

## OBJECTIVES

The attainment of a desired proficiency in the four basic language skills of reading, writing, speaking, and understanding, with exposure to literature, history, geography, heritage, and culture.

To accomplish the objectives students will take, in addition to 101-103, fifteen hours of the following courses:

- 121. Introduction to French Civilization or 199. French Travel Seminar.
- 300. French Conversation and Composition.
- 301. Survey of French Literature I.
- 302. Survey of French Literature II.
- 311. *Lectures expliquées*.
- 321. French Phonetics.

The accomplishment of these objectives will be demonstrated by the following means:

Final grades in each course.

An oral examination to be determined by the instructor.

The level of student competence will be reflected by final course grades and the oral examination.

Students who complete the French minor have career options that include the following areas:

Foreign service, civil service, government jobs, international business, banking, education, translation, airlines services.

### **101. Elementary French. (5) (On demand)**

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

### **102. Elementary French. (5) (On demand)**

A continuation of French 101.

**103. Intermediate French. (5) (On demand)**

A continuation of French 102 with additional readings.

**121. Introduction to French Civilization. (5) (On demand)**

A study of the art, literature, history, and anthropology of France designed to increase reading comprehension and speed.

*Prerequisite:* Consent of instructor. *This course, French 103, or consent of instructor prerequisite to all 300-level French courses.*

**199. French Travel Seminar. (5) (On demand)**

A travel-study seminar composed of preliminary academic study and cultural contact with French history and contemporary French life through a program conducted in Paris, the Loire Valley, Normandy, and the South region of France. Some knowledge of French desirable. Students with proficiency in French must conduct their academic work in the language.

**200. French Studies. (2) (On demand)**

An introduction to French culture based on selected topics in social anthropology, art, and literature, with cross-cultural understanding as a goal. No knowledge of French required.

**221. Spoken French for the Traveler I. (2) (On demand)**

A course in French teaching basic pronunciation, ordering meals, counting money. *Open to those having had only high school French, beginning college French, or no French at all.*

**222. Spoken French for the Traveler II. (2) (On demand)**

A continuation of French 221 with continued emphasis on practical, spoken French. *Some knowledge of French required.*

**300. French Conversation and Composition. (5) (On demand)**

A course stressing practice in speaking and writing French. Not open to students fluent in French.

**301. Survey of French Literature I. (5) (On demand)**

A study of major writings from the Middle Ages through the eighteenth century.

**302. Survey of French Literature II. (5) (On demand)**

A continuation of French 301, covering the nineteenth and twentieth centuries. May be taken before, or without, French 301.

**311. Lectures Expliquees. (5) (On demand)**

A study of selected materials from various genres reflecting the history and culture of France.

**321. French Phonetics. (5) (On demand)**

A study of French sounds with intensive drills in pronunciation. Not open to student fluent in French.

## General Science

**101. Physical Science I.** (4 hrs. lec., 3 hrs. lab per week) (5) Winter, Spring.  
An introduction to physical and historical geology.

**102. Physical Science II.** (4 hrs. lec., 3 hrs. lab per week) (5) Fall, Winter, Spring.  
An introduction to Astronomy.

**103. Physical Science III.** (4 hrs. lec., 2 hrs. lab per week) (5) (On demand)  
A familiarization with the techniques and concepts of forensic investigations.

**300. Scientific Terminology.** (2) (On demand)  
A study of the Greek and Latin roots forming scientific terminology. *Open to anyone.*

**312. The Teaching of Science in the Secondary Schools.** (5 two-hour periods per week) (5)  
(On demand)

Familiarization with several approaches to science teaching in high school.

*Prerequisites:* Biology 101-102; Physics 101-102; Chemistry 101-102. Normally open only to junior and seniors in the Sciences.

**492. History of Science.** (5) (On demand)  
A survey of the path taken by investigators in science through the ages and the influences of their culture on their work and thought. Primarily a library-discussion course to provide an integrated viewpoint of the various science disciplines. Upper division majors in sciences.

## Geography

**380. World Geography.** (5) Summer.  
An examination of world geography encompassing material from basic geographic concepts to the impact of geography on national development.

**580. World Geography.** (5) Summer.  
An intensive examination of world geography encompassing the indepth components and geographical concepts essential in the growth of regional and national development.

# German

## INTRODUCTION

German is designed to be a service course for the sciences, for religion, for translation purposes and for prospective graduate school candidates.

## OBJECTIVES

The attainment of a desired proficiency in the four basic language skills of reading, writing, speaking, and understanding with some exposure to literature, history, geography, heritage, and culture.

To accomplish the objectives students may take the following courses above the 103-level:

- 121. Introduction to German Civilization.
- 300. German Conversation and Composition.
- 301. Selected Readings in German Literature I.
- 302. Selected Readings in German Literature II.

The accomplishment of these objectives will be determined by the final grade in each course.

### **101. Elementary German. (5) (On demand)**

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

### **102. Elementary German. (5) (On demand)**

A continuation of German 101.

### **103. Intermediate German. (5) (On demand)**

A review of grammar and syntax with practice in reading selected texts.

### **121. Introduction to German Civilization. (5) (On demand)**

A reading course designed to improve the student's proficiency in German through a study of history, literature, and culture.

*This course, or consent of instructor, prerequisite to all 300-level courses.*

### **300. German Conversation and Composition. (5) (On demand)**

A course stressing practice in speaking and writing German. Not open to students fluent in German.

### **301. Selected Readings in German Literature I. (5) (On demand)**

A study of selected readings in German fiction, poetry, and drama.

### **302. Selected Readings in German Literature II. (5) (On demand)**

A continuation of German 301.

# Health, Physical Education, and Recreation

The curriculum in Health, Physical Education, and Recreation is composed of two programs. The physical education activities program offers a selection of physical skills classes. These classes are designed to promote physical skill development as well as knowledge in a variety of activity areas including physical fitness and conditioning, dance, lifetime leisure pursuits, and traditional team sports. Four quarter hours of physical education activities are required. Students must select four different activities to meet this requirement. Additional hours may be elected. (NOTE: A student may take a particular activity course twice and receive credit. However, only one hour earned for that course counts toward fulfilling the physical education requirement.)

In addition, a coursework minor in Health, Physical Education, and Recreation is available to any student. This minor is designed in consultation with the Department Head in Health, Physical Education, and Recreation.

**151. Introduction to Physical Education and Recreation.** (5) Fall, 1989.

Introduction to the fields of physical education and recreation.

**152. Camping Activities.** (2) Spring, 1990.

Study of various camping and outing skills and activities.

**153. Camp Leadership and Program.** (3) Spring, 1990.

A study of camping in an organized setting and of the leadership skills necessary for the implementation of the camp program.

**200. Community Health.** (2) Spring, 1990.

An investigation of various health care programs available in the community and various health-related issues.

**201. Community Recreation.** (2) Winter, 1990.

An investigation of various recreation facilities available in the community.

**210. Fitness for Life.** (2) Fall, 1989.

A study of basic principles of physical conditioning, weight control, relaxation, and stress management. Students will have the opportunity to devise and implement a personalized fitness/weight control program tailored to individual needs and levels of fitness.

**302. Organization and Administration of Recreational and Physical Education Programs.** (5) Winter, 1990.

A study of the organization and administration of instructional, intramural, and interscholastic activity programs. Special emphasis on the selection, purchase, and care of safe equipment and facilities.

**305. Psychology of Coaching.** (5) (On demand)

An investigation of the techniques of coaching, with special attention given to personalities and motivations.

**306. Techniques of Sports Officiating.** (3) (On demand)

Techniques of officiating athletic events; knowledge of the rules of selected sports.

**307. Movement Exploration.** (2) Spring, 1990.

A study of the perceptual-motor development of the young child. A variety of activities to enhance this development included.



- 310. Skills for Teaching and Coaching Interscholastic Athletics.** (5) (On demand)  
Analysis of teaching skills and techniques of the different interscholastic sports in high schools.
- 313. Recreation Leadership.** (5) (On demand)  
A study of the leadership skills necessary to implement recreation programs and to conduct various recreational functions.
- 320. Methods in Health and Physical Education in the Elementary School.** (5) Fall, 1989.  
A study of the objectives, materials, activities, and curricula appropriate for elementary school physical education and health. Supervised observation and practical experiences in the elementary schools.
- 321. Methods in Health and Physical Education in the Secondary School.** (5) (On demand)  
A study of the objectives, materials, activities, and curricula appropriate for secondary school physical education and health. Supervised observation in the secondary schools.
- 330. First Aid, Safety, and Athletic Training.** (5) Spring, 1990.  
Examination of techniques of accident prevention and treatment of minor injuries. Practical experience with prevention and treatment of athletic injuries; certification in cardio-pulmonary resuscitation.
- 331. Health Education.** (5) Winter, 1990.  
A study of basic issues and principles in health. Topics include fitness, diet and weight control, nutrition, human sexuality, stress management, death education, aging, drug and alcohol education.
- 340. Adapted Physical Education.** (5) (On demand)  
Identification of common handicapping conditions. Study and practical application of procedures, organization, materials, and activities for corrective work with individuals in the classroom setting.
- 350. Tests and Measurements in Physical Education.** (5) (On demand)  
Selection, administration, and interpretation of physical measurements and tests. Principles of written and skill test construction are emphasized.
- 351. Sports Statistics.** (5) (On demand)  
The study of keeping statistical charts and various scorebooks for athletic events.
- 390. Seminar and Lab Practice in Physical Education or Recreation.** (1-5) Fall, 1989.  
Leadership experience under staff supervision; problems seminar.
- 400. Field Placement in Recreational Management.** (5-15) (On demand)  
Directed observation and participation in recreational management and supervisory situations.  
*Prerequisites:* senior standing, recommendation by the Department Head in Health and Physical Education.

## Physical Education Activities

Physical education activities may be repeated if a student has completed his general education requirements.

Dance may be used to fulfill requirements for Physical Education Activities in the General Education curriculum.

The following students are not required to register for Physical Education Skills courses:

- A. Veterans who present to the office of the Registrar official evidence of having completed the basic training program in some branch of the Armed Forces. One activity course of physical education will be waived for each two months served, up to four activity courses.
- B. Transfer students who have satisfactorily completed requirements for a Junior College degree or who have satisfactorily completed the equivalent of 4 quarter hours of physical education.
- C. Students who are 30 years of age or older.
- D. Married women with children.

Note: Waiver of the requirement for activity courses does not diminish the overall requirements for graduation (195 quarter hours required for a baccalaureate degree).

**101. Angling. (1) Coed.**

Introduction to basic techniques of bait casting, spinning, and fishing.

**102. Beginning Archery. (1) Coed.**

Basic competencies in archery techniques and safety with experiences in target shooting.

**103. Badminton. (1) Coed.**

Introduction to the skills, strategies, and rules of badminton.

**104. Basketball. (1) Coed.**

Basic competencies in the techniques, strategies, and rules of basketball.

**105. Jogging. (1) Coed.**

Participation in progressive running programs designed to increase cardiovascular endurance.

**106. Folk and Square Dance. (1) Coed.**

Experiences in the techniques of various forms of folk and square dancing.

**107. Bowling. (1) Coed.**

Introduction to the basic skills and rules of bowling. Course conducted at local bowling lanes.

**108. Physical Conditioning. (1) Coed and Men.**

Basic assessment, maintenance, and improvement of over-all physical fitness.

**109. Beginning Golf. (1) Coed.**

Introduction to the basic skills, strategies, and rules of golf. Field trips to city golf courses.

**111. Softball. (1) Coed.**

Basic competencies and knowledge of rules and strategies of slow-pitch softball.

**112. Beginning Tennis. (1) Coed.**

Introduction to the basic skills, strategies, and rules of tennis.

**114. Volleyball. (1) Coed.**

Basic competencies in the techniques, strategies, and rules of volleyball.

**115. Basic Tumbling. (1) Coed.**

Introduction to the basic skills and safety requirements of elementary tumbling stunts and routines.

**116. Trimnastics. (1) Women.**

Introduction to diet and weight control techniques as well as assessment and maintenance of personal fitness.

**120. Karate. (1) Coed.**

Basic competencies and skills in karate techniques.

**156. Canoeing. (1) Coed.**

Fundamental canoeing skills emphasized. Field trips to lake facilities and overnight camping experience are provided to give extensive opportunities for recreational canoeing.

**157. Beginning Water Skiing. (1) Coed.**

Extensive on-the-water experiences introduce students to the basic techniques and safety considerations of water skiing.

**158. Backpacking. (1) Coed.**

Introduction to basic equipment, safety, and techniques of trail camping. Extensive field trips to state and national trails.

**159. Sailing. (1) Coed.**

Basic sailing competencies and understanding with experiences in fundamental racing strategy. Field trips to lake facilities.

**160. Snow Skiing. (1) Coed.**

Introduction to basic techniques, safety, and equipment of snow skiing. Field trips to area ski facilities.

**161. Rhythmic Aerobics. (1) Coed.**

A conditioning course in which exercise is done to musical accompaniment for the purpose of developing cardiovascular efficiency, strength, and flexibility.

**162. Hiking, Orienteering, and Camping. (1) Coed.**

Introduction to basic techniques of tent camping, map, and compass work. Field trips to nearby campgrounds and forest lands.

**163. Intermediate Water Skiing. (1) Coed.**

Extensive on-the-water experiences provide the opportunity for students to increase their skill level and enjoyment of the sport of water skiing.

# History

The faculty of the Department of History believe that all citizens of the international community, whatever their selected role in life, require an understanding of their past in order to prepare for their future. The faculty firmly believe that the liberal arts preparation, which encompasses courses from the discipline of history, provides the student citizen with the most appropriate educational background for life by integrating knowledge from the broadest range of disciplines. The objective of the Department of History is to provide each student of LaGrange College with knowledge of the historical forces which have shaped civilization as we know it.

To achieve the very broad objective set forth above, the faculty seeks to:

- (A) provide every student with a basic understanding of the historical forces which have contributed to the development of man and civilization.
- (B) develop in every student an understanding and appreciation of the civilizations which together form the contemporary international community.

The faculty of the department believe that students who select to complete a major course of study in history should have the foundation knowledge and understanding of the discipline, developed by classroom instruction and individual study, necessary to provide them with the opportunity to:

- (1) pursue graduate study within the discipline.
- (2) pursue a professional degree in a selected field of study.
- (3) pursue employment as a teacher in pre-collegiate education.
- (4) seek employment in a field such as government, entry level historic documentation and preservation, social or historic entry level research, or a field where their liberal arts preparation can be beneficially utilized.

Graduates of the Department of History may be found pursuing careers in business, law, education, politics and government, broadcasting, journalism, the ministry and other fields of endeavor. In all of these endeavors our graduates have found that their education has provided a foundation for their careers and for their growth in life.

The Department of History offers the following major in history:

- (A) Demand sequence: from the general education curriculum
  - His 101 and 102 World Civilization
  - His 111 and 112 United States History

We strongly encourage the history major to pursue the widest possible liberal arts preparation by the careful selection of courses from the general education structure.

## (B) Demand sequence: from the department

Two courses from:

His 307 Social and Intellectual History of the United States

His 308 American Diplomatic History

His 310 Constitutional History of the United States

Two courses from:

His 372 Eighteenth Century European History

His 374 Nineteenth Century European History

His 375 Twentieth Century European History

His 490 Senior History Seminar is required of all majors

25 hours

- (C) An additional twenty-five hours of 300- and 400-level History courses are required. The total major course requirements are 50 quarter hours credit beyond 100-level courses.

The approved program of teacher certification in history consists of History 101 and 102, completion of the major, History 360 (social science methods), and the professional education sequence specified on page 106. These students are strongly encouraged to take History 111 and 112 at the survey level as well as History 315, Georgia History. Teacher certification requirements also require that at least one upper level course be completed in two of the following disciplines: political science, economics, sociology. Geography 180 may also be used as collateral work.

Success in achieving the objectives established for the major will be demonstrated as follows:

- (1) successful completion of each major course with a grade of C or better.
- (2) successful completion of the senior history seminar and defense of the senior thesis before the students and faculty of the department.
- (3) For those seeking certification in secondary education in the social sciences, attaining a satisfactory score on the teacher criterion reference test in social sciences.
- (4) For those entering the major, beginning Fall 1988, successful completion of a major field examination during their senior year.

Those wishing to major in history are encouraged to declare their major by the beginning of the winter quarter of their sophomore year. Successful completion of History 101-102 and History 111-112 before entering the major is highly desirable.



### Course Offerings — 1988-1989

Upper level courses in history, those numbered 300 or above (with the exception of His 490) are available to all students who have successfully completed ten hours from the history offerings in the general requirements.

**101. World Civilization: I.** (5) Fall, Winter.

A survey course on the development of world civilization up to 1660.

**102. World Civilization II.** (5) Winter, Spring.

A survey course on the development of world civilization from 1660 to the present.

**111. History of the United States to 1865.** (5) Fall, Winter.

Emphasis on the Colonial, Revolutionary, early national, and Civil War periods.

**112. History of the United States, 1865 to the Present.** (5) Winter, Spring.

Emphasis on Reconstruction, liberal nationalism, New Deal, and postwar periods.

**201. Ideas That Changed the World.** (2)

A study of contributions of eight world figures whose lives changed their society and ours.

**205. Men and Movements That Shaped American History.** (2)

A biographical study of American History.

**306. History of the South.** (5) (On demand)

Emphasis on the antebellum, Civil War, Reconstruction, and New South periods.

**307. Social and Intellectual History of the United States.** (5) Spring, 1990.

A review of ideas and patterns of thought, the role of social, ethnic, and racial groups, and the major institutions of American society.

**308. American Diplomatic History.** (5) Winter, 1990.

Emphasis on the procedure for developing foreign policy as well as diplomatic history. (See also Political Science 308.)

**310. Constitutional History of the United States to Present.** (5) Fall, 1989.

An analysis of fundamental constitutional development from 1776 to present. (See also Political Science 310.)

**312. Economic History of the United States.** (5) Spring.

American economic development from colonial times to the present. (See also Economics 312.)

**315. Georgia History.** (5) Summer.

A study of Georgia History from the pre-colonial period to the present with emphasis on the historical, social, economic and political development of the State. (Students seeking teacher certification are urged to enroll.)

**340. Russia to 1856.** (5) Winter, 1990.

A comprehensive survey of the Russian historical development from the appearance of the Kievan State in the 9th century to the eve of the great reforms.

**341. Russia 1856 to Present.** (5) Spring, 1990.

An examination of the forces which resulted in the collapse of the Russian autocracy as well as the subsequent emergence and development of the Soviet state.

**343. Marxism-Leninism. (5) (On demand)**

Building upon the historical development of Marxism-Leninism the course explores the major elements of the theory and examines the governments professing to follow this philosophy. (See also Political Science 343.)

**360. Social Science Methods. (5) (On demand)**

A general survey course in methodology for the prospective secondary teacher. (Required for students seeking teacher certification in history.)

**361. History of England to 1689. (5) Fall, 1990.**

The political, economic, social, and cultural history of England from 55 B.C. to 1689 A.D.

**362. History of England from 1689 to the Present. (5) Winter, 1991.**

The political, economic, social and cultural history of England from 1689 to the present.

**372. Eighteenth Century Europe: 1660-1815. (5) Fall, 1991.**

A comprehensive survey of European History from the reign of Louis XIV through the French Revolution and the Napoleonic era.

**374. Nineteenth Century Europe: 1815-1914. (5) Winter, 1991.**

A comprehensive survey of European History from the reconstruction of the European order in 1815 to the outbreak of World War I.

**375. Twentieth Century Europe: 1914 to Present. (5) Spring, 1991.**

A comprehensive survey of European History from the outbreak of World War I to the present.

**378. European Diplomatic History: 1890 to the Present. (5) Fall, 1989.**

A detailed examination of European international relations from 1890, the end of the Bismarckian system to the present. (See also Political Science 378.)

**416. Twentieth Century America. (5) Spring, 1991.**

An intensive study of the United States during the twentieth century.

**478. Contemporary Europe (5)**

An examination of European history focusing on major issues since 1945.

**490. Senior History Seminar. (5) Spring.**

A study of historiography and research methods and materials.

*Prerequisites:* Senior History Major or permission of the professor and the Chairman of the Department. This course may only be attempted twice.

## Graduate Courses

**506. History of the South. (5) (On demand)**

Emphasis on the Antebellum, Civil War, Reconstruction and New South periods.

**515. Georgia History. (5) Summer.**

A study of Georgia history from the Pre-colonial period to the present with emphasis on the historical, social, economic and political development of the state.

**516. Twentieth Century America. (5) Spring, 1991.**

An intensive study of the United States in the twentieth century at the graduate level.

**541. Russia 1856 to the Present. (5) Spring, 1990.**

An intensive study of the collapse of the Russian state and the rise of the Soviet Union at the graduate level.

## Mathematics

The goal of the mathematics department is to help students become critical thinkers and effective problem solvers while they are mastering a certain body of mathematical knowledge.

Students can pursue the Bachelor of Arts degree with a major in mathematics or a Bachelor of Science degree with a major in mathematics. Students who pursue the Bachelor of Arts degree have more options in selecting their courses. This is the liberal studies degree in mathematics. Students who complete the Bachelor of Arts degree usually seek careers in areas such as banking, general business, and secondary education.

A more in-depth degree is earned by students in the Bachelor of Science program. Students who complete the Bachelor of Science degree usually enter graduate schools or pursue industrial positions.

The specific objectives for the respective degrees are as follows:

### The Bachelor of Arts Degree

1. Develop and explain the concepts of function, limit, and continuity
2. Define and illustrate the derivative, the integral, and the fundamental theorem of calculus
3. Apply concepts and techniques of calculus to analyze functions and solve problems
4. Develop the concepts of sequences and series
5. Employ the concepts and properties of two- and three-dimensional spaces
6. Illustrate the process of measurement
7. Employ the standard algorithms using properties of the number systems involved
8. Develop appropriate models
9. Develop problem-solving strategies
10. Apply the concepts and skills of programming in solving problems
11. Illustrate and analyze a wide variety of mathematical applications
12. Describe data and make appropriate inferences

Students develop these competencies by pursuing the following course requirements for the Bachelor of Arts degree in mathematics:

Mathematics 122, 123, 124, 322

Mathematics 306, 316, 333, 335, 380

plus three additional courses selected from Mathematics 305, 310, 323, 324, 334, 340, 342, 343, 344 and 360, as approved by advisor.

The support courses required are Computer Science 151 and 163.

Students who earn the Bachelor of Arts degree in mathematics will have

demonstrated their attainment of the specific objectives by satisfactory performance on the following three tests:

- (1) Test I, covering the concepts of Calculus I-IV
- (2) Test II, covering the concepts of Modern and Linear Algebra
- (3) Test III, covering the concepts of Probability, Statistics and Discrete Mathematics

These tests will be given at the end of the appropriate course and may be repeated up to three additional times prior to the student's scheduled graduation. In the event that a student's performance on one of the above tests is deemed unsatisfactory, the student must enroll in a one-hour course during the following quarter, in order to review the concepts covered by that examination. The student may take the examination for a second time at the end of that course.

## The Bachelor of Science Degree

Students who earn the Bachelor of Science degree in mathematics will be able to:

1. Develop and explain the concepts of function, limit, and continuity
2. Define and illustrate the derivative, the integral, and the fundamental theorem of calculus
3. Apply concepts and techniques of calculus to analyze functions and solve problems
4. Develop the concepts of sequences and series
5. Employ the concepts and properties of two- and three-dimensional spaces
6. Illustrate the process of measurement
7. Employ the standard algorithms using properties of the number system-involved
8. Develop appropriate models
9. Develop problem-solving strategies
10. Apply the concepts and skills of programming in solving problems
11. Illustrate and analyze a wide variety of mathematical applications
12. Describe data and make appropriate inferences
13. Give examples of abstract structures
14. Demonstrate theorem-proving skills in abstract algebra and real analysis.

Students develop these competencies by pursuing the following course requirements for the Bachelor of Science degree in mathematics:

Mathematics 122, 123, 124, 316, 322, 323, 333, 334, 335, 342, 343, 380, plus one additional course selected from Mathematics 305, 306, 324, 344, and 410

The support courses are:

Physics 121, and 122. (recommended)

Computer Science 151 and 163

Students who earn the Bachelor of Science degree in mathematics will have demonstrated their attainment of the specific objectives by satisfactory performance on the following four tests:

- (1) Test I, covering the concepts of Calculus I-IV
- (2) Test II, covering the concepts of Modern and Linear Algebra
- (3) Test III, covering the concepts of Probability, Statistics and Discrete Mathematics
- (4) Test IV, covering the concepts of Real and Complex Analysis

These tests will be given at the end of the appropriate course and may be repeated up to three additional times prior to the student's scheduled graduation. In the event that a student's performance on one of the above tests is deemed unsatisfactory, the student must enroll in a one-hour course during the following quarter, in order to review the concepts covered by that examination. The student may take the examination for a second time at the end of that course.

Students who plan to complete an approved program of teacher education must include the following courses: Mathematics 122, 123, 124, 322, 306, 310, 316, 333, 335, 340, plus two additional mathematics courses as approved by the department chairman; Psychology 149, 302, and 304; Education 199, 362, 449, 459, and 490S; Computer Science 151 and 163; and Speech 105.

The approved program of teacher education in mathematics is described on page 106.

A minor in mathematics consists of the following courses: Mathematics 122, plus five additional courses selected from Mathematics 123, 124, 314, 316, 322, 323, 324, 333, 334, 335, 342, 343, 344, 360, and 380.

At least three of the six courses must be 300 level courses.

**100. Basic Math. (3) Fall.**

An overview of basic skills in mathematics including ratio and proportion, percent, use of fractions and decimals, systems of measurements and linear equations.

**110. Fundamentals of Mathematics I. (5) Fall, Winter, Spring.**

A study of logic, relations, functions, measurement, finite difference, systems of equations, probability, permutations, combinations, and an introduction to descriptive statistics.

**111. Fundamentals of Mathematics II. (5) Fall, Winter, Spring.**

A study of polynomial, algebraic, exponential, logarithmic and trigonometric function and an introduction to coordinate geometry.

*Prerequisite:* Mathematics 110 or two units of college preparatory mathematics.



**122. Analytic Geometry and Calculus I. (5) Fall.**

A study of analytical geometry, limits, continuity, the derivative with application.

*Prerequisite:* Mathematics 111 or three units of college preparatory mathematics.

**123. Analytic Geometry and Calculus II. (5) Winter.**

A study of additional topics in analytical geometry, definite and indefinite integrals, applications of integration.

*Prerequisite:* Mathematics 122.

**124. Analytic Geometry and Calculus III. (5) Spring.**

A study of differentiation of trigonometric logarithmic, and exponential functions, methods of integration, improper integrals, and polar coordinates.

*Prerequisite:* Mathematics 123.

**152. Computer Programming I. (5) (On demand)**

An introduction to computer programming.

*Prerequisite:* Mathematics 122.

**153. Computer Programming II. (5) (On demand)**

A continuation of Mth 152, with a study of problem formulation, computer simulation and solutions of numerical and non-numerical problems.

*Prerequisite:* Mathematics 152.

**200. Metric Mathematics. (2) (On demand)**

A study of measurement using the metric system.

**201. Business Mathematics. (2) (On demand)**

A study of mathematics applications in business.

**202. Techniques of Problem Solving. (2) (On demand)**

A study of problem-solving methods.

**260. Plane Trigonometry. (3) Winter, 1990.**

A study of trigonometric functions, radian measure, identities, logarithmic functions, inverse functions, graphs, and applications.

**305. Theory of Numbers. (5) (On demand)**

An introduction to number theory.

*Prerequisite:* Mth 122.

**306. College Geometry. (5) Spring, 1990.**

An introduction to non-Euclidean geometry and an extension of the Euclidean system.

*Prerequisite:* Mth 122.

**310. Methods of Teaching Mathematics. (5) Fall, 1989.**

A study of methods of teaching secondary mathematics effectively.

*Prerequisites:* Mathematics 122 and 333.

**314. Statistics. (5) Fall, 1989.**

A study of problems related to statistical procedures as applied to economics, education, the social sciences, and the life sciences.

*Prerequisite:* Mathematics 111 or 122.

**316. Probability and Statistics. (5) Fall, 1990.**

An introduction to probability and statistical inference.

*Prerequisite:* Mathematics 122.

**322. Analytic Geometry and Calculus IV. (5) Fall.**

A study of indeterminate forms, vectors, solid analytic geometry, infinite series, and applications to physics.

*Prerequisite:* Mathematics 124.

**323. Calculus V. (5) (On demand)**

A study of partial derivatives, multiple integrals, and vector analysis. Topics include functions of two or more variables; limits, continuity, and differentiability; directional derivatives and gradients; tangent planes; maxima and minima of functions of two variables; Lagrange multipliers; double and triple integrals with geometric and physical applications; vector fields; line and surface integrals; Green's Theorem.

*Prerequisite:* Mathematics 322.

**324. Differential Equations. (5) (On demand)**

A study of first and second order differential equations with applications, numerical methods, and solution in series.

*Prerequisite:* Mathematics 323.

**331. Introduction to Linear Algebra. (3) (On demand)**

A study of vector spaces, subspaces of a vector space, linear independence and bases, linear transformations, and matrices.

*Prerequisite:* Mathematics 123.

**332. Introduction to Modern Algebra. (5) Fall, 1989.**

A study of logic, sets, relations, mappings, operations, axiomatic systems, fields, and groups.

*Prerequisite:* Mathematics 123.

**333. Modern Algebra I. (5) Fall, 1990.**

An introduction of modern abstract algebra.

*Prerequisite:* Mathematics 123.

**334. Modern Algebra II. (5) Winter, 1990.**

A continuation of Modern Algebra I.

*Prerequisite:* Mathematics 333.

**335. Linear Algebra. (5) Winter, 1990.**

An introduction to linear algebra and matrix theory.

*Prerequisite:* Mathematics 333.

**340. History of Mathematics. (5) Spring, 1990.**

An historical development of mathematical concepts.

*Prerequisite:* Mathematics 123.

**342. Complex Variables. (5) Spring, 1990.**

An introduction to complex number applications including complex numbers, basic analytic functions, complex integrals, series, residues, poles, and contour integrals. Basically covers material found in "Complex Variables and Applications," Churchhill, Brown, & Verhey, Chapters 1, 2, 3, 5, 6, and 7.

*Prerequisite:* Mth 124.

**343. Analysis I.** (5) Winter, 1990.

An introduction to real analysis.

*Prerequisite:* Mathematics 322.

**344. Analysis II.** (5) (On demand)

A continuation of Analysis I.

*Prerequisite:* Mathematics 343.

**358. Algebra and Geometry for Elementary Teachers.** (5) (On demand)

A study of special topics in algebra and geometry relevant to elementary school mathematics.

*Prerequisite:* Mathematics 111 or 122.

**359. Problem Solving in School Mathematics.** (5) (On demand)

Skills and strategies for solving mathematical problems are developed.

**360. Finite Mathematics.** (5) Spring.

A study of finite mathematics with business applications.

*Prerequisite:* Mathematics 111 or 122.

**380. Discrete Mathematics.** (5) Winter, 1990.

A study of finite difference equations, probability, graphs, combinatorics, relations and functions, set theory, induction, boolean algebra, linear programming, mathematics simulations, and computer programming in BASIC.

*Prerequisite:* Mathematics 122.

**410. Numerical Methods.** (5) (On demand)

An introduction to numerical analysis with computer solutions. Topics include Taylor series, finite difference, calculus, roots of equations, solutions of linear systems of equations and least-squares.

*Prerequisites:* Mathematics 124 and Computer Science 199.

## Graduate Courses

**516G. Probability and Statistics.** (5) (On demand)

A study of special topics in probability and statistics relevant to school mathematics.

**522G. Mathematical Computing.** (5) (On demand)

Fundamentals of programming in the BASIC language with particular emphasis on classroom mathematical applications and an overview of commercially available software especially suitable for the mathematics classroom. The appropriate use of the computer in the classroom, as well as its proper integration within existing mathematics courses, will be presented.

**558G. Algebra and Geometry for Teachers.** (5) (On demand)

A study of special topics in algebra and geometry relevant to school mathematics.

**559G. Problem Solving in School Mathematics.** (5) (On demand)

Skills and strategies for solving mathematical problems are developed. The following topics are included in this course: Techniques of estimation; mental arithmetic; pattern exploration in developing generalization; use of calculators in skill and concept development; use of recreational math in motivation; techniques for testing conjectures.

**580G. Discrete Mathematics for Teachers.** (5) (On demand)

This course is designed to help teachers develop skills in the teaching of problem solving and concept development. Application appropriate to school mathematics will be emphasized.

# Music

The guiding philosophy of the music program is that music is a humanistic discipline, enhancing, inspiring and intermingling with the student's physical, mental and spiritual growth.

There are four interrelated objectives recognized by the program. These objectives aspire to develop:

1. a command of basic skills in the reading of notation, accomplished in theory courses and applied keyboard and voice instruction.
2. the development of knowledge and interpretation through the dimension of musical heritage, accomplished by courses in church music, music survey and chorus.
3. the awareness of the relevance of the program to personal and professional goals accomplished through emphasizing a philosophy that music can be enjoyed and applied on an independent-personal basis and/or a group-work basis.
4. the special benefits of music in relation to other fields of interest, accomplished with the focus on the enhancing of one's major field with the knowledge and skills of a music minor. For example, music is complementary to drama, religion and public school education.

The program offers a minor in music with emphasis in church music or musical theatre. Courses must include six quarter hours of piano (or piano proficiency), Music 112, 114, 340, 341, plus 10 hours from the following: Music 150, 151, 152, 153, 154, 155, 200, 301, 338, 340, 341, 345, 346. An independent study in conducting is also available.

The student's work is given periodic review and appropriate suggestions for improvements or changes. In addition, student recitals are required in applied keyboard studies on a quarterly basis.

## Course Descriptions

**112. Music Survey I.** (5) Fall, Winter.

A survey of music from the Medieval period through the Classic period.

**114. Music Survey II.** (5) Spring.

A survey of music from the Romantic period through the twentieth century.

**150. Chorus.** (1) Fall, Winter, Spring.

A performance organization designed to give training to choral performance. May be repeated for credit.

**151. Applied Piano I.** (1) Fall, Winter, Spring.

Introduction to the principles of piano performance. May be repeated for credit.

**152. Applied Voice.** (1) Fall, Winter, Spring.

Individual instruction in voice. May be repeated for credit.

**153. Applied Organ I. (1)** Fall, Winter, Spring.

Introduction to the principles of organ performance. May be repeated for credit.

**154. Wind Ensemble. (1)** Fall, Winter, Spring.

A performance organization designed for students with previous band experience. May be repeated for credit.

**155. Applied Guitar. (1)** Fall, Winter, Spring.

Instruction in beginning and intermediate levels of playing guitar. May be repeated for credit.

**156. Applied Beginning Strings. (1)** Fall, Winter, Spring.

Introduction to the basics of string playing (violin, viola, cello, bass). May be repeated for credit.

**200. Applied Diction. (2)** Fall, Winter, Spring.

Training in oral communication through proper production of speech sounds. May be repeated for credit.

**301. Applied Piano II. (1)** Fall, Winter, Spring.

Continuation of Mus 151. Intermediate to advanced levels. Materials selected for individual needs. May be repeated for credit.

**302. Applied Intermediate Strings. (1)** Fall, Winter, Spring.

Preparation for performance and experience with ensemble and orchestral literature. May be repeated for credit.

**338. Church Music. (5)**

A historical and analytical study of vocal and instrumental music used in Christian worship from early church to present.

**340. Music Theory I. (5)**

A study of the basic concepts of music theory, including notation, intervals, scales, basic sight-singing and ear training.

**341. Music Theory II. (5)**

Continued from Music 340 with emphasis on intervals, chords, triads in inversions, rhythmic and melodic exercises, harmonic progression, transposition and harmonization.

**345. Musical Theatre I. (5)**

A study of the development, the music, the staging, and the scripts of musical theatre.

**346. Musical Theatre II. (5)**

A study of the basic techniques of musical theatre emphasizing stage movement and singing and acting styles.



## Nursing

The purpose of the LaGrange College Associate Degree program is to prepare individuals in a collegiate program for careers in nursing. The graduate nurse is prepared to function on a beginning level in a structured health care setting as a provider and manager of patient care, patient teacher, communicator, and member within the profession of nursing. The graduate is eligible to become licensed as a registered nurse upon successful completion of the National Council Licensing Examination (NCLEX-RN). Completion of the Associate of Arts degree provides a foundation for further studies leading to a higher degree in nursing or other areas.

### Profession Requirements:

\*1. Nursing courses are in sequence and a grade of C or higher must be made in each nursing course in order to successfully complete the course and continue the sequence (a C is defined as 75-79).

\*2. A student who wishes to repeat a nursing course must first complete an audit of the preceding nursing course. For successful completion of audit, the student must adhere to the regular classroom and campus laboratory attendance policies.

\*3. A student who fails to make a C or higher more than once in the sequence of nursing courses will not be allowed to continue in the nursing program.

4. A grade of C or higher must be made in each required biological science course. A student who receives two final course grades of D or F in any required biological science will not be permitted to continue in the nursing program.

5. A grade of C or higher must be earned in English 101, 102, and 103 in order to successfully complete the nursing program.

6. A student must successfully complete each biological science course by the prescribed quarter in order to continue in the nursing sequence.

7. All general college non-nursing courses must be successfully completed prior to the final quarter of the nursing program.

8. In order to progress to the sophomore level, a nursing student must have a 2.0 cumulative grade point average.

9. Tuberculin testing (PPD) is required prior to entering the sophomore level.

\*1, 2, and 3 under progression requirements also apply to a student who receives a U (withdrawn failing) in a nursing course.

## Graduation Requirements:

1. All curriculum requirements must be successfully completed.
2. An exit exam which covers each of the five clinical areas (Medical, Surgical, Psychiatric, Pediatric, and Maternity Nursing) will be administered to sophomore students at the beginning of Spring Quarter. Each student is required to achieve a passing score in each of the five areas. Required passing scores are specified each year by the nursing faculty. If all areas of the exit exam are not passed, the student must attend scheduled review classes and re-take the previously failed area exams. A student not passing the exit exams the second time will not be graduated at that time and must complete additional nursing studies specified by the nursing faculty. After completing the specified nursing studies, the student will be required to retake and pass the exit exams before being allowed to graduate.

## Curriculum:

The seven quarter curriculum consists of 60 hours of nursing, 33 hours of the general education curriculum, and 15 hours of general college courses. The nursing program is offered on a sequential basis beginning each fall quarter and progressing from the simple to the more complex aspects of nursing. A sample course progression is as follows:

## FRESHMAN

Fall	Winter	Spring
Mathematics 110* .....5	Nursing 111 .....6	Nursing 112 .....8
Nursing 110** .....6	Biology 149 .....5	Nursing 113 .....2
Biology 148 .....5	Psychology 149 .....5	Psychology 302 .....5
Col 101 .....2		
<hr/> 18	<hr/> 16	<hr/> 15
 Summer	 Summer	
1st Session (5 weeks)	2nd Session (5 weeks)	
English 101 .....3	English 102 .....3	
Sociology 146 .....5	Elective .....5	
Computer		
Science 163 .....2		
<hr/> 10	<hr/> 8	

\*Other courses in the mathematics sequence may be approved by the division chairman to fulfill the mathematics requirement.

\*\*Prior to entering Nursing 110, a student must present proof of current certification in basic cardiopulmonary resuscitation (CPR). Certification must be maintained throughout subsequent nursing courses.

**SOPHOMORE**

<b>Fall</b>		<b>Winter</b>		<b>Spring</b>	
Nursing 214	12	Nursing 215	12	Nursing 216	12
English 103	3			Nursing 217	2
	<u>15</u>		<u>12</u>		<u>14</u>
Total hours:					108
Nursing:					60
General					
Education:					33
Non-Nursing					15

**110. Introduction to Nursing/Care of the Elderly.** (2 hrs. lec., 12 hrs. lab per week) (5) Fall.  
A course which includes basic concepts and skills necessary in providing patient care. Emphasis upon basic nutrition, the aging process, and introduction to communication skills and mental health concepts. Clinical emphasis upon the care of the aged.

*Corequisites:* Biology 148; Mathematics 110, 111, or 122.

**111. Introduction to Medical-Surgical Nursing Care of the Adult.** (2 hrs. lec., 12 hrs. lab per week) (6) Winter.

A course providing more advanced nursing concepts and skills. Emphasis upon basic pharmacology and the nursing process. Clinical focus upon the care of the less complex medical surgical patient.

*Prerequisite:* Nursing 110. *Corequisite:* Biology 149.

**112. Care of the Mother and Newborn.** (5 hrs. lec., 9 hrs. lab per week) (8) Spring.  
A course designed to correlate theoretical knowledge of the maternity cycle and growth and development during the newborn period with clinical experiences in the care of these patients. Course content includes comprehensive care of the family during the reproductive years and of the newborn. Emphasis upon concepts, skills, and unique behavior patterns necessary to provide individualized nursing care of maternity and infant patients as well as the nurse's role as a health teacher.

*Prerequisite:* Nursing 111. *Corequisite:* Nursing 113.

**113. Introduction to Disease Transmission.** (2) Spring  
A study of the basic principles of disease transmission by microorganisms with emphasis on common pathogens. The cycle of infection is utilized as a basis for exploring preventive and treatment measures in communicable diseases.

**114. Nursing Concepts.** (3)  
A course for licensed practical nurses, designed as a transition course into the RN program. It builds upon previous learning of the LPN, extending knowledge of basic nursing concepts. Emphasis is placed on integration of learning within the nursing process and on communication theory.

*Prerequisites:* Mth 110, Bio 148, Col 101.

**214. Care of the Adult and Child I. (8 hrs. lec., 12 hrs. lab per week) (12) Fall.**

A sequence of instructional courses with planned clinical experiences in meeting the medical, surgical, and psychological needs of adults and children. Concepts of pharmacology, nutrition, patient education, growth and development and psychomotor skills are integrated throughout.

*Prerequisite:* Nursing 112.

**215. Care of the Adult and Child II. (8 hrs. lec., 12 hrs. lab per week) (12) Winter.**

A continuation of Nursing 214. Increasing knowledge and skills required for the care of the hospitalized patient. Clinical emphasis is directed toward care of patients of all ages with multi-system medical-surgical and/or psychosocial problems.

*Prerequisite:* Nursing 214.

**216. Care of the Adult and Child III. (5 hrs. lec., 21 hrs. lab per week) (12) Spring.**

A continuation of the study and care of hospitalized children and adults with multi-system problems. Emphasis upon self-direction, management of the care of groups of patients, and transition to the graduate nurse role.

*Prerequisite:* Nursing 215.

**217. Nursing Seminar. (2) Spring.**

A study of issues and trends in nursing practice, with emphasis on the legal, ethical, and professional responsibilities of a registered nurse.

*Prerequisite:* Nursing 215. *Corequisite:* Nursing 216.

## Philosophy

No major program is offered in philosophy. Please see the section on Religion.

**149. Introduction to Philosophy. (5) (On demand)**

A survey of the major fields of thought involving those principles which are basic in the making of man's culture and history.

**301. History of Philosophy I. (5) Fall, 1989.**

A historical survey of Greek, Roman, and Medieval philosophy.

**302. History of Philosophy II. (5) Winter, 1990.**

A historical survey of the philosophies of the Renaissance, the Enlightenment, and modern times.

**303. History of Philosophy III. (5) (On demand)**

A study of some contemporary movements in philosophy.

**366. Philosophy of Religion. (5) Spring, 1990.**

An investigation of the persistent problems of mankind in philosophy and religion.

# Physics

## INTRODUCTION

The physics curriculum at LaGrange College serves four basic purposes:

- 1) an introduction to the physical sciences suitable for the General Requirements of the college which is oriented towards developing problem-solving and reasoning skills
- 2) support courses for programs in Mathematics, Chemistry, Biology, Computer Science, Pre-Engineering, Pre-Medicine, Pharmacy and Education
- 3) a minor in physics which can be awarded in conjunction with another degree, typically those in Chemistry, Biology, Computer Science or Mathematics
- 4) a major (B.S. or B.A.) which develops the skills necessary to enter graduate school or pursue a career in scientific research, medicine, the engineering disciplines and science education. Students who wish to declare a major in Physics must have at least a 2.0 cumulative GPA

## OBJECTIVES

*Students completing the minor in Physics should be able to:*

- Demonstrate a working knowledge of elementary physics in mechanics, electricity and magnetism, optics and modern physics.
- Show more specialized knowledge in physics in at least two distinct areas of their choice

In order to accomplish these objectives, the student will take the following courses:

Physics 121, 122, 125

Fifteen additional hours of Physics at the 300 or 400 level

*Students completing the major in physics should be able to:*

- Solve problems in basic particle kinematics and dynamics
- Understand Maxwell's equations and ordinary electrodynamics
- Apply the principles of quantum mechanics to a wide variety of physical systems
- Work with laboratory equipment and apply their knowledge in a laboratory setting
- Demonstrate a diverse background in several branches of physics such as optics, electronics, computer models, relativity, and thermal physics
- Show an ability to research a topic in depth and make a suitable report on their findings



In order to accomplish these objectives, students will take the following courses:

Physics 121, 122, 125 (as General Requirements)

Physics 331, 332, 371, 391, 490

Twenty additional hours of 300 or 400 level Physics

Fifteen additional hours of mathematics selected from:

Math 305, 316, 322, 323, 324, 333, 334, 335, 343, 344, 360, 370, 380 or 410 or Physics 341<sup>1</sup>

<sup>1</sup>NOTE: Physics 341 may be counted towards the 20 hour major requirement or the 15 hour mathematics requirement but not both.

The accomplishment of these objectives will be demonstrated by the following:

*For the minor in Physics:*

Completing the required coursework for the minor with no grade below a 'C'

*For the major in Physics:*

Completing the required coursework for the major with no grade below a 'C' and one of the following:

- (1) receiving a score in or above the 40th precentile nationally on the GRE Physics examination or
- (2) receiving a passing score on a physics competency examination to be prepared and administered annually by the Physics department

## CAREER OPTIONS

Students who complete the Physics major should be well-prepared for careers in science education, applied mathematics, scientific research, or engineering as well as graduate work in physics, mathematics, electrical engineering, education or medicine.

### Course Descriptions

#### **101. Introductory Physics I. (5) (4 hrs., lec., 2 hrs. lab per week)**

An introduction to elementary kinematics, dynamics, and mechanics of fluids, energy and momentum techniques.

#### **102. Introductory Physics II. (5) (4 hrs. lec., 2 hrs. lab per week)**

An introduction to electric charge, Coulomb's Law, electric and magnetic fields, and thermodynamics. Lab introduces the student to electronics.

#### **121. General Physics I. (5) (4 hrs. lec., 2 hrs. lab per week)**

A calculus-based introduction to particle dynamics, energy and momentum conservation, and rotational dynamics.

**122. General Physics II. (5) (4 hrs. lec., 2 hrs. lab per week)**

A continuation of Physics 121 covering electricity and magnetism, heat and thermodynamics, and simple circuits. Lab introduces the student to modern electronics.

*Prerequisite:* Physics 121.

**125. Modern Physics. (5) (4 hrs. lec., 2 hrs. lab per week)**

This is the third course in both the 101-2 and 121-2 sequences and takes the place of both Physics 103 and 123. An introduction to geometric and wave optics, relativity, quantum mechanics, elementary particles and the standard model. Students will be asked to write a term paper on a topic in modern physics.

*Prerequisite:* Phy 101 or Phy 121

**311. Special Relativity. (5) (5 hrs. lec. per week)**

An introduction to special relativity including spacetime diagrams, relativistic kinematics, relativistic dynamics and curved spacetime.

*Prerequisite:* Phy 125.

**331. Mechanics. (5) (5 hrs. lec. per week)**

A study of elementary classical mechanics including Newtonian mechanics, central forces, rigid body motion, and Lagrangian and Hamiltonian techniques

*Prerequisites:* Mth 123, Phy 121 or consent of the department.

**332. Electromagnetism I. (5) (5 hrs. lec. per week)**

An introduction to intermediate concepts in electrodynamics including continuous charge and current distributions, Maxwell's Equations, physical optics, and radiation using vector calculus techniques.

*Prerequisites:* Mth 124, Phy 122 or consent of the department.

*Phy 341 recommended but not required.*

**335. Thermal Physics. (5) (5 hrs. lec. per week)**

An introduction to heat and thermodynamics including statistical mechanics. Course covers energy and entropy techniques, Legendre transformations and thermodynamic relations.

*Prerequisites:* Mth 124, Phy 122 or consent of the department.

**341. Mathematical Methods in Physics. (5) (5 hrs. lec. per week)**

A study of various mathematical techniques useful in applied mathematics and the physical sciences. The course contains a variety of topics including vector calculus, Fourier series, elementary differential equations and matrix algebra

*Prerequisites:* Mth 124, Phy 101 or 121

**361. Computational Physics. (5) (3 hrs. lec., 4 hrs. lab per week)**

A survey of techniques useful in numerical problems and simulations in physics and applied mathematics. The lab is unstructured but supervised. Students are asked to apply the techniques learned to a variety of problems.

*Prerequisites:* Phy 102 or 122, Mth 123, Programming experience in FORTRAN, Pascal or C.

**371. Quantum Mechanics I. (5) (5 hrs. lec. per week)**

A first course in quantum mechanics including state vectors, operators, expectation values, measurement in quantum systems, Schrodinger's Equation, and time evolution of states.

*Prerequisites:* Phy 331, 341.

**380. Optics. (5) (5 hrs. lec. per week)**

An introduction to modern optical systems including geometric optics using ray tracing and matrix formulation of lens systems, and wave optics including Fourier and Fraunhofer techniques.

*Prerequisite:* Phy 332 or consent of the department.

**391. Advanced Laboratory. (5) (2 hrs. lec., 6 hrs. lab per week)**

The course covers several representative experiments in physics, typically including magnetic resonance, laser velocimetry, the Milliken oil drop and others. The lecture covers background material and the lab is unstructured.

*Prerequisite:* Phy 331.

**411. Particle Physics. (5) (5 hrs. lec. per week)**

An introduction to modern physics using techniques developed in quantum mechanics. Course covers inelastic scattering, formation of particles, elementary field theory, and symmetry groups.

*Prerequisite:* Phy 375.

**432. Electromagnetism II. (5) (5 hrs. lec. per week)**

A continuation of Phy 332 going into more advanced topics in electrodynamics including materials, multipole expansions, radiation reaction and relativistic electrodynamics.

*Prerequisite:* Phy 332.

**451-2-3. Special Topics in Physics. (5)**

These courses cover material of special interest to mathematics and physics majors which is outside the scope of the regular curriculum. Topics may include more advanced treatments of classical mechanics, applied physics and recent developments.

*Prerequisite:* Consent of the department.

**471. Quantum Mechanics II. (5) (5 hrs. lec. per week)**

A continuation of Phy 371 including time-independent and time-dependent perturbation theory, spectral decomposition of operators, quantum angular momentum, and relativistic quantum mechanics.

*Prerequisite:* Phy 371.

**490. Senior Project. (5) (outside research)**

This course gives the student an opportunity to pursue an area of interest in some depth and acquire experience in literature-based research. The student must complete a report on his or her research.

*Prerequisite:* Senior standing.

## Political Science

The faculty of the Department of Political Science believe that all citizens of the international community, whatever their selected role in life, must understand political science in order to prepare for their future. The faculty firmly believes that the liberal arts preparation, which encompasses courses from political science and history, provides the student with the most appropriate educational background for life by integrating knowledge from the broadest range of disciplines. The objective of the Department of Political Science is to provide each student of LaGrange College with knowledge of the political forces which shape civilization for the future.

To achieve the very broad objective set forth above the faculty seeks to:

- (A) provide every student with a basic understanding of the historical and political forces which have had an effect on the development of man and the international community in which man must live.
- (B) develop in every student an understanding and appreciation of the civilizations which together form the contemporary international community.
- (C) develop in each student an awareness and appreciation for the political forces which govern societies and compel those societies to behave as they do domestically and internationally.

The faculty of the department believe that students who elect to complete a major course of study in political science should have the knowledge and understanding of the discipline, developed by classroom instruction and individual study, necessary to provide them with the opportunity to:

- (1) pursue graduate study within the discipline.
- (2) pursue a professional degree in a selected field of study.
- (3) seek employment in a field such as government, at the state, local or federal entry level, or to pursue a career where their liberal arts preparation can be most effectively utilized.

Graduates of the Department of Political Science may be found pursuing careers in business, law, education, politics and government, broadcasting, and journalism to cite but a few fields of endeavor. In all of these fields our graduates have found that their education has provided a foundation for their careers and for their growth in life.

The Department of Political Science offers the following major in political science.

- (A) Demand sequence:

Political Science (PSc) 101 United States Governmental Institutions and Policy.

Political Science (PSc) 102 United States Politics and Policy.



We strongly encourage the major to pursue the widest possible liberal arts preparation by the careful selection of courses from the general education structure. Political science majors are also strongly urged to complete the Western Civilization and United States History sequences as these courses provide the historical foundations necessary for understanding why man's political institutions and philosophies of government vary so dramatically within the community of nations.

- (B) Majors are encouraged to select and complete Economics 101, 201, 203, Psychology 149, Computer Science 163, and Sociology 146 from the general requirements of the college since some of the courses in these areas may be utilized as electives in the major.
- (C) Demand sequence: from the department
  - PSc 300 Behavioral Statistics
  - PSc 201 State and Local Government
  - PSc 304 Comparative Politics
  - PSc 310 Constitutional History of the United States
  - PSc 380 International Politics
  - Total demand hours: 25
- (D) An additional twenty-five hours of the major are elective from the three and four hundred level courses listed in the department offerings below.
 

Success in achieving the objectives established for the major will be demonstrated as follows:

  - (1) Successful completion of each major course with a grade of C or better.
  - (2) Acceptance by the appropriate graduate program of the student's choice which has been the subject of the development of the undergraduate major.
  - (3) Acceptance by the appropriate professional program of the student's choice.

Those wishing to major in political science are encouraged to declare the major at the beginning of the winter quarter of the sophomore year.

## Course Offerings

### 101. United States Governmental Institutions and Policy. (5)

An introductory course on the U.S. political system through an analysis of historical and contemporary issues and events. The course focus is on governmental institutions and public policy.

### 102. United States Politics and Policy. (5)

A survey course focusing on politics, policy and political institutions in the United States.

### 201. State and Local Government. (5)

An analysis of the partners in federalism with emphasis on Georgia state and local governments, as well as the Georgia Constitution.



**300. Behavioral Statistics. (5)**

Introduction to the measurement of behavior and quantitative methods of data analysis. An emphasis on parametric statistics and their application to the behavioral sciences. (See also Psy 303.)

**302. Social Change. (5)**

An examination of the processes determining social change. (See also Sociology 302.)

**304. Comparative Politics. (5)**

An examination of the processes and forms of government and politics from a comparative perspective.

**308. American Diplomatic History. (5)**

An emphasis upon the procedure for developing foreign policy as well as diplomatic history. (See also History 308.)

**309. Public Administration. (5)**

An introduction to public administration in the United States. (See also Sociology 309.)

**310. Constitutional History of the United States to the Present. (5)**

An analysis of fundamental constitutional development from 1776 to the present. (See also History 310.)

**325. International Economics. (5)**

This course studies the different theories of international trade and evaluates the effects of regional economic integration and restrictions to world trade. Also, it examines the mechanisms of international payments, the foreign exchange markets, and balance of payments adjustment processes under different types of exchange rate systems.

*Prerequisite:* Eco 149.

**332. Public Finance. (5)**

Governmental expenditures, revenues and credit; the structures of the federal, state and local tax systems. (See also Economics 332.)

**342. Government and Business. (5)**

The interrelationships of government and business in American economic life: relationships of government and business, labor and agriculture. (See also Economics 342.)

**343. Marxism-Leninism. (5)**

Building upon the historical development of Marxism-Leninism, the course explores the major elements of the theory and examines the governments professing to follow this philosophy. (See also History 343.)

**378. European Diplomatic History: 1890 to the Present. (5)**

A detailed examination of European international relations from the end of the Bismarckian political system to the present. (See also History 378.)

**380. International Politics. (5)**

A survey of the discipline of international relations focusing on the functions and processes of inter-state relations.

**381. International Law I. (5)**

A study of the law of nations, the nature of its development and use within the community of nations.

**382. International Law II. (5)**

A continuation of PSc 381 with emphasis on the contemporary use and development of law.

**383. International Organization. (5)**

A survey of the history and development of collective security organizations.

**384. Foreign Policy. (5)**

A survey focusing on the factors integral to the development of a nation's foreign policy and the role that policy plays in the community of nations.

**400. Political Science Internship. (5-15)**

Available to selected students to provide an opportunity to work in a governmental agency or setting.

**451. Selected Topics in Political Science. (5) Annually**

A seminar course on a major subject of national or international concern based on individual research and assigned readings.

Political Science majors may, with the approval of the department chairman, take the following courses toward satisfying their degree requirements:

CJu 301 Criminal Law I

CJu 302 Criminal Law II

BuA 251 Business Law I

BuA 252 Business Law II

For course descriptions see the entries under the Criminal Justice program and the Department of Business Administration.

## **Political Science Pre-Law Program**

This curriculum was designed to meet the demands faced by the first year law student and to provide the broadest possible undergraduate preparation for meeting the extremely competitive law school environment. The curriculum is interdepartmental in nature and seeks to expose the pre-law student to traditional as well as non-traditional teaching techniques.

### **Core Courses in Political Science**

PSc 201 State and Local Government

PSc 300 Behavioral Statistics

PSc 304 Comparative Politics

PSc 380 International Politics

PSc 310 Constitutional History of the United States to Present

PSc 381 International Law I

PSc 382 International Law II

Additional courses required in this concentration.

- BuA 161 Principles of Accounting I
- BuA 162 Principles of Accounting II
- Eco 201 Principles of Macro Economics
- or
- Eco 203 Principles of Micro Economics
- SPc 321 Advanced Public Speaking
- or
- SPc 322 Persuasion
- BuA 251 Business Law I
- BuA 252 Business Law II
- or
- CJu 301 Criminal Law I
- CJu 302 Criminal Law II
- Psy 310 Abnormal Psychology

70 hours for the pre-law political science major.

Students selecting this major are strongly urged to elect courses in English literature, History, Philosophy and Religion, and Psychology to round out their undergraduate preparation. Courses which require extensive research and writing, the more writing the better, are highly beneficial experiences in the highly competitive law school environment.

## **Criminal Justice Concentration in Political Science**

The major in political science with a criminal justice concentration involves the completion of the twenty-five core hours in political science and the forty hour program in criminal justice. The total program is as follows:

- PSc 201 State and Local Government
- PSc 300 Behavioral Statistics
- PSc 310 Constitutional History of the United States
- PSc 304 Comparative Politics
- PSc 380 International Politics
- CJu 101 Introduction to Law Enforcement
- CJu 102 Introduction to Corrections
- CJu 103 Police Administration
- CJu 301 Criminal Law I
- CJu 302 Criminal Law II
- CJu 303 Criminal Investigation
- CJu 306 Juvenile Delinquency
- CJu 307 Criminology

An internship experience may be included in the program at the discretion of the department and based on availability of placement resources. The amount of credit for the placement is dependent upon the placement situation and can range from 5 to 15 quarter hours.

# Psychology

## INTRODUCTION

The goal of this department is to acquaint the student with basic principles of behavior and the research methods necessary to understand them.

## OBJECTIVES

A student who graduates from LaGrange College with a major in psychology will:

1. recognize the importance of an *EMPIRICAL* approach in attempting to understand behavior.
2. be familiar with the concepts, terms, and explanatory principles characteristic of the following theorists: Freud, Rogers, Maslow, Bandura, Allport, Erikson, Piaget, Thorndike, Pavlov, Guthrie, Watson, Hull, Tolman, Skinner, and Kohlberg.
3. be able to evaluate *CRITICALLY*, through application of the principles of logico-empirical science, the various theorists listed above.
4. be able to identify and discuss examples of the major "types" of learning, to wit: classical, operant, observational, information processing.
5. be familiar with generalizations regarding physiological correlates of behavior.
6. be familiar with the major historical developments in psychology.
7. be familiar with the terminology of the current edition of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-III-R, 1987).
8. be familiar with the different theoretical approaches (including the psychoanalytic, the humanistic, and social learning-behavioral) in the description, etiology, and therapy of behavioral disorders listed in DSM-III.
9. be able to list and discuss the various objective and projective personality assessment techniques including the Rorschach and Holtzman inkblots, the Thematic Apperception Test, the MMPI, the Q-sort, the 16-PF, behavioral interviews, behavioral sampling, behavior survey schedules, the Taylor Manifest Anxiety Scale, The Manifest Hostility Scale, and the Buss-Durkee Hostility Inventory.
10. recognize the basic philosophical (e.g., What is personality?) and methodological issues in psychological research.
11. be familiar with the sections of an APA style research report including the kinds of information typically found in each.



12. be familiar with the standard procedures for summarizing data, including the construction of frequency tables, the calculation of measures of central tendency (means, medians, and modes), calculation of measures of dispersion (range, variance, and standard deviation), and correlation coefficients.
13. be familiar with the logic of hypothesis testing including the statement of research and statistical hypothesis, the notion of Type I and Type II errors, the power and efficiency of a statistical test, and the major inferential techniques used in psychology (especially t tests, analysis of variance [one factor], and chi-square).
14. recognize the concepts and principles of psychology as exemplified in everyday situations.

A major in Psychology consists of the following courses: 300, 302, 303, 350, 460, 470 plus 30 additional hours approved by the advisor. On approval of the advisor, 15 of these hours may come from outside the Department of Psychology, as follows: Sociology 147, 300, 308; Biology 148. No course with a grade below C may be applied toward a psychology major.

Note: A maximum of 10 hours of special topics may be applied to the Psychology Major.

The accomplishment of the psychology objectives will be demonstrated by obtaining an acceptable score on a test administered by the department. Normally, this test will be given during the student's final quarter at LaGrange College.

Students who complete the major in psychology have many career options. Psychology is a very broad field which overlaps many different areas. Some of the jobs taken by recent psychology graduates include management and supervisory positions in business and industry and positions in community and state service agencies. A psychology major also serves as good preparation for advanced study in law, social service, counseling, and psychology.

Psychology 149, Introduction to Psychology, is the prerequisite to all 300 and 400 level psychology courses.

Since this department views psychology as a research-based discipline, it is recommended that the student complete Psychology 303, Behavioral Statistics, and Psychology 300, Experimental Psychology, as soon as possible after the major is declared.

## COURSE DESCRIPTIONS

### **149. Introduction to Psychology. (5)** Fall, Winter, Spring.

A survey of major topics in psychology including basic neuroanatomy, motivation, learning, perception, personality and abnormal behavior.

*Prerequisite to all 300- and 400-level psychology courses.*

**200. Interpersonal Communication. (2) (On demand)**

A non-lecture course that emphasizes practical application of psychological research relating to interpersonal communication.

**202. Critical Thinking. (2) (On demand)**

This course seeks to foster a critical scientific attitude toward the acquisition of information in general and toward anomalous claims in particular. Students will apply the question "What constitutes acceptable logical argument and empirical evidence?" to a number of well-publicized but seldom criticized phenomena.

**300. Experimental Psychology. (4 hrs. lec., 2 hrs. lab per week) (5) Winter.**

A survey of various types of research design, including the strengths and weaknesses of each. The laboratory includes practice in designing and conducting experiments, as well as analysis and reporting of results.

*Prerequisite:* Psychology 303 or consent of instructor.

**302. Human Growth and Development. (5) Fall, Winter, Spring.**

A study of normal life beginning with conception. Important developmental phenomena are considered in the light of several major developmental theories.

**303. Behavioral Statistics. (5) Fall.**

Introduction to the measurement of behavior and quantitative methods of data analysis. An emphasis on parametric statistics and their application to the behavioral sciences.

**304. Educational Psychology. (5) Fall, Spring.**

Application of psychological principles and research to the teaching/learning process. Major topics include behavioral and cognitive approaches to learning, classroom management, and test construction and interpretation.

**306. Psychology of Adolescence. (5) Spring.**

Problems occurring in transition from childhood to adulthood.

**321. Social Psychology. (5) Fall.**

A course dealing with behavior as affected by social influences. Major topics include social perception, social communication (verbal and nonverbal), altruism, attitudes, aggression, and prejudice. Also, applied areas such as forensic psychology are considered.

**330. History and Systems of Psychology. (5) (On demand)**

A study of the historical background of psychology, with emphasis upon the major schools of thought.

**340. Physiological Psychology. (5) (On demand)**

A study dealing with the interactions of various structures of the body (primarily the neural and endocrine systems) affecting behavior.

**341. Human Sexuality. (5) Spring.**

A research based study of the important issues in human relationships and sexuality.

**350. Abnormal Psychology. (5) Fall, Spring.**

A survey of the causes, characteristics, and current theories and treatments of deviant behavior.

**351. Guidance and Counseling. (5) Winter.**

An introduction to counseling approaches, methods, and assessment techniques. Emphasis is placed on individual counseling.

**357. Psychology of Religion. (5) (On demand)**

Psychological interpretation of religious experience and growth.

**358. Psychology of Aging. (5) Winter.**

Emphasizing the pragmatic application of available knowledge to the problems of the aged.

**380. Special Topics in Psychology. (On demand)**

A course offered at the sophomore/junior level focusing on a specialized topic from the field of psychology.

**450. Microcomputer Applications in the Behavioral Sciences. (5) Spring.**

A study of the use of microcomputers with special emphasis on specific software programs including data-base management, spread-sheets, word-processing, and statistical packages for the behavioral scientist.

**460. Theories of Personality. (5) Winter.**

A study of the theories of personality, including analytical and learning theories.

**470. Theories of Learning. (5) Spring.**

A study of the various theorists' views of how learning occurs. Attention given to conditioning, as well as higher order human learning.

**480. Special Topics in Psychology. (On demand)**

A course offered at the junior/senior level focusing on a specialized topic from the field of psychology. A prerequisite may be required.

## Graduate Courses

**504. Advanced Educational Psychology. (5) (On demand)**

A seminar course with emphasis upon motivation, methods of learning, ability level, behavioral characteristics, individual differences, and other related matters.

**560. Theories of Personality. (5) (On demand)**

A sufficient mastery of ten representative personality theories to evaluate their strengths and weaknesses.

**570. Theories of Learning. (5) (On demand)**

A review of theoretical positions on the nature of the learning process to include both theoretical issues and practical applications. Research required.

## Religion

Courses in religion have a twofold purpose: to afford students the opportunity to study and investigate the role of religion in human experience; and to provide, for those interested, a basis for further study and for selection of positions in church-related vocations. The Department is aware of the increasing demand that pre-theological students be prepared to enter seminary at the graduate level in their studies and at the same time have a broad cultural orientation. In addition, the Department is aware of the need for an interdisciplinary preparation for persons interested in Christian Education. To this end the Department offers a major in Christian Education which allows for three concentrations: Director of Christian Education; Youth Ministry; Out-door Ministries.

Students who desire to substitute Religion 103 and 104 for the Religion 101 in the general education curriculum may do so. They should consult with the chairman of the Department of Religion.

### CHRISTIAN EDUCATION

Students earning a degree in Christian Education are expected to understand the principles of Christian Education including objectives and teaching methods related to their particular concentration, Christian personality development, and to have a biblical and historical foundation in the Christian faith.

A major in Christian Education consists of the following courses for a concentration:

1. Director of Christian Education: Religion 150 or 341, 320 or 321, 330, 331, 332, 333, 334, 335, 350, 303 or 304 or 305, 313 or 314, 490 and 491. Prerequisite to the above courses is Rel. 101 or Rel. 103/104. In addition, selected courses from other departments may be recommended. Candidates completing the Bachelor of Arts degree with this concentration will have fulfilled two of the four certification studies for the Associate in Christian Education in the United Methodist Church.
2. Youth Ministry: Religion 330, 332, 350, 323 (required of all Methodists), 320 or 321 (non-Methodists), 303 or 304 or 305, 313 or 314, 490, and 491; HPE 152, 153, 313; PEd. 106, 158, 162; Psychology 306. Recommended: Psychology 341; Sociology 306; Education 449.
3. Out-door Ministries: Religion 303 or 304 or 305, 313 or 314, 330, 336, 490, and 491; Biology 336; Psychology 321; HPE 152, 153, 313, 330; PEd. in addition to the three Gen. Req. P.E. courses, five other activity courses from the following — 103, 106, 111, 114, 157, 158, 159, 162. Recommended: Bio. 334, 335; Psy. 306, 358. In meeting General Requirements the following courses should be taken: Bio. 102; Spc. 105; Rel. 110; Psy. 149.

## RELIGION

Students earning a degree in Religion are expected to have mastered basic historical data pertaining to the Old Testament, the New Testament, and the Church; to be familiar with basic issues in contemporary Christian thought; to understand the fundamental issues in a mature religion including its development through the educational program and its missional propagation.

A major in Religion consists of the following courses: Rel. 304, 303 or 305, 313, 314, 320, 321, 329, 330, 341 or 150, 350, and a minimum of two other five hour courses in the Department. Prerequisite to the above courses is Rel. 101 or Rel. 103/104. In addition, a minimum of 20 hours should be taken in other disciplines as approved by the Department Head and/or Advisor.

Beginning with the class of 1990 all persons graduating from the Department of Religion and Philosophy will be expected to complete satisfactorily an oral and a written examination. This examination will be taken in the first or second quarter of the Senior year. Completion is necessary before a student can participate in an Internship.

**101. Judaic-Christian Heritage. (5)** Fall, Winter, Spring.

A study of the major thought patterns which have emerged from the Judaic-Christian tradition and of their impact on the institutions of Western Society.

**102. Christian Ethics. (5)** (On demand)

A study of ethical issues from the Christian perspective.

**103. Old Testament Survey. (5)** Winter.

A survey of the history and literature of the ancient Hebrew people. Should be taken before Religion 104.

**104. New Testament Survey. (5)** Spring.

Introduction to the New Testament through an examination of its historical setting and content, and the significant contributions it has made.

**110. Religious Dimensions of Human Behavior. (5)** (On demand)

A study of the religious element in human experience with a special emphasis on Christian faith and life.

**150. Introduction to the Archaeology of Palestine. (5)** Spring, 1991.

A study of the method and results of archaeological study in Palestine and related areas.

**199. Summer Study-Travel Seminar. (5 or 10)** (On demand)

Section A — Biblical Studies: a study of archaeology, biblical history, biblical literature, and modern Israeli culture, to be conducted in conjunction with a work program on a kibbutz in Israel.

Section B — Church History: a study of church history, to be combined with a three-week visit to European centers related to that history.

Section C — Missions: participation in the program of an established Mission which will incorporate work on Station and lectures pertaining to the work of that specific area.



**300. Introduction to Hebrew I. (5) Fall, 1990.**

A beginning course designed to teach the fundamentals of Biblical Hebrew.

**301. Introduction to Hebrew II. (5) Winter, 1991.**

A continuation of Rel 300. Consent of Department required.

**302. Introduction to Hebrew III. (5) Spring, 1991.**

A continuation of Religion 301. Consent of the Department required.

**303. Torah (Law). (5) Fall, 1989.**

A detailed study of the first five books of the Old Testament.

**304. Neviim (Prophets). (5) Winter, 1990.**

A detailed study of prophetic movements in Israel and of the individual prophets, their historical background, lives, messages, and contributions to the religious life of Israel.

**305. Ketuvim (Writings). (5) Spring, 1990.**

An examination of Wisdom, Apocalyptic and poetic literature of the Old Testament.

**310. Introduction to Biblical Greek I. (5) Fall, 1989.**

A beginning course designed to teach the fundamentals of Biblical Greek.

**311. Introduction to Biblical Greek II. (5) Winter, 1990.**

A continuation of Rel 301.

**313. Life and Teachings of Jesus. (5) Fall, 1990.**

A study of the message of Jesus within the context of the synoptic gospels and its application to contemporary society.

**314. Apostolic Age. (5) Fall, 1989.**

An examination of the origin and expansion of the early Christian church, with studies in the Epistles and the Acts of the Apostles.

**320. Church History I. (5) Winter, 1990.**

A survey of the history of the Christian Church from the close of the Apostolic Age to the end of the Middle Ages.

**321. Church History II. (5) Spring, 1990.**

A history of the Christian Church from the rise of the Protestant Reformation through the Eighteenth Century.

**323. Methodism. (5) Winter, 1991.**

A survey of the history and thought of Methodism.

**329. Contemporary Christian Thought. (5) Spring, 1991.**

A survey of the development of Christian thought, with particular attention to the nineteenth and twentieth centuries.

**330. Introduction to Christian Education. (5) Fall, 1990.**

An examination of goals, methods, and techniques used in the church-school educational program.

**331. Methods in Christian Education I (Children).** (2) Fall, 1990.

A study and application of methods in Christian Education for children.

**332. Methods of Christian Education II.** (2) Winter, 1991.

A study and application of methods in Christian Education for youth.

**333. Methods of Christian Education III.** (2) Winter, 1991.

A study and application of the methods in Christian Education for adults.

**334. Worship in the Church.** (2) Fall, 1989.

A brief examination of worship in the church as an historical and a contemporary experience.

**335. Curriculum in Christian Education.** (2) Winter, 1990.

A study of the various curricula used in the educational programs of the church.

**336. Out-door Ministry.** (5) Winter, 1991.

An examination of the goals and methods utilized in the various ministries out-of-doors.

**338. Church Music.** (5) Fall, 1990.

A study of the history and types of Church Music and its use in the church.

**341. Introduction to Mission.** (5) Spring, 1991.

A study of philosophy and program of Mission in the Church.

**350. Psychology of Religion.** (5) Winter, 1991.

Psychological interpretation of religious experience and growth.

**351. Sociology of Religion.** (5) Winter, 1991.

A sociological analysis of the interplay between religion and culture.

**490. Seminar.** (5) Fall, Winter, Spring.

A study of issues confronting those participating in a local church setting. Required of all students in the Internship.

**491. Internship.** (10) Fall, Winter, Spring.

Supervised participation in the local church setting.

# Sociology/Social Work

The primary objective of the social work program is to provide students with knowledge and skills necessary for employment in social service agencies as well as preparation for graduate education. The curriculum is designed to increase the student's awareness of the structure and functioning of society and the individual's role in our changing world. In addition to theoretical knowledge, the student is given the opportunity for practical application of his education working under supervision in a variety of community-based social agencies.

Students completing majors in social work will have a fundamental knowledge of the role of social work in dealing with behavioral problems and will have demonstrated the ability to apply this knowledge in a practical work experience setting.

A concentration in Criminal Justice within the B.A. Social Work program may be obtained. In addition to social work skills, students electing this option will have demonstrated a basic theoretical and practical understanding of the criminal justice system.

Course Requirements for the Major in Social Work are:

Sociology 146, 147, 153, 300, 301, 490A and 490B .....	40 hours
Psychology 149, 302, 321, and 350 .....	20 hours
Mathematics 316 or Psychology 303 .....	5 hours
Five additional hours in Sociology or Criminal Justice to be chosen by the student in consultation with the adviser .....	5 hours
Total	70 hours

Students electing the Criminal Justice concentration must satisfy all social work requirements plus forty hours in Criminal Justice. For course descriptions in Criminal Justice, see that section of this Bulletin.

The accomplishment of the Social Work major objectives will be demonstrated by the following:

- 1. Satisfaction of all course requirements including supervised practicum.
- 2. (A) A score of 85 or better on the State of Georgia Merit System Exam in one of the following areas:
  - 1. Senior Caseworker
  - 2. Behavior Technician
  - 3. Court Service Worker
  - 4. Probation/Parole Officer

OR

- (B) An interview with an examination by a panel of Social Work/Criminal Justice administrators.

Students who complete the Social Work Major have career options that include the following:

1. Social Services
2. Mental Health Services
3. Youth Services
4. Correction Services

The Criminal Justice concentration opens career option in Law Enforcement and Probation/Parole.

## COURSE DESCRIPTIONS

### **146. Introduction to Sociology.** (5) Fall, Winter, Spring.

An introduction to the scientific study of the structure and dynamics of human society. *A prerequisite to all 300-level sociology courses.*

### **147. The Family.** (5) Fall, Winter, Spring.

An analysis of contemporary marriage and family experiences.

### **148. Introduction to Anthropology.** (5) Fall, Winter.

A general introduction to physical and cultural anthropology.

### **153. Social Problems.** (5) Winter.

A study of selected social problems in American society which are related to deviant behavior, value conflict, or social disorganization.

### **300. Introduction to Social Welfare and Social Work.** (5) Fall.

A history of social welfare policy development and the role of social work in the United States. Emphasis upon casework, group work, and community organization as practiced in social work settings.

### **301. Social Theory.** (5) Fall.

An analysis of the development, convergence and utilization of sociological theories.

### **302. Social Change.** (5) (On demand)

An examination of the processes determining social change.

### **305. Sociology of Religion.** (5) Winter.

A sociological analysis of the interplay between religion and culture.

### **306. Juvenile Delinquency.** (5) Winter.

An analysis of the nature and causes of juvenile delinquency and an evaluation of treatment or preventive programs in this area of behavior.

**307. Criminology. (5) Spring.**

A study of criminal behavior and its treatment. An overview of treatment of the offender by means of imprisonment, probation, and parole.

**308. Cultural and Social Anthropology. (5) Spring.**

A study of comparative cultures and social structures with special emphasis upon the ethnography of primitive people.

**309. Public Administration. (5) (On demand)**

An introduction to public administration in the United States.

**490A. Seminar in Social Work Methods. (5) Winter, Spring.**

Individual and group study of methods of social work practice-casework, group work and community organization. To be taken concurrently with 490B.

**490B. Field Placement in a Social Service Setting. (10) Winter, Spring.**

Directed observation and participation in social service/criminal justice practice. To be taken concurrently with 490A.



# Spanish

## INTRODUCTION

A major and a minor are offered in Spanish.

The faculty teaching Spanish have the following goals:

- To provide an opportunity for the student to learn and to use a language other than his or her own native tongue.
- To offer skills to enter graduate school or to gain employment which may require the knowledge of Spanish.

## OBJECTIVES

The attainment of a desired proficiency in the four basic language skills of reading, writing, speaking, and understanding, with a broad exposure to literature, history, geography, heritage, and culture.

To accomplish the objectives majors will take forty hours above Spanish 103 to be selected from the following courses:

- 121. Introduction to Hispanic Civilization. Required.
- 199. Mexican Travel Seminar.
- 300. Spanish Conversation and Composition. Required.
- 301. Survey of Spanish Literature I.
- 302. Survey of Spanish Literature II.
- 303. Survey of Spanish-American Literature.
- 305. Nineteenth Century Spanish Literature.
- 307. Modern Spanish Drama.
- 311. *Lecturas explicadas*.
- 321. Spanish Phonetics. Required.

The accomplishment of these objectives will be demonstrated by the following means:

- Final grades in each course.
- An oral exit examination by a panel consisting of the major professor and other qualified members of the faculty.
- The level of student competence will be reflected by final course grades and the exit examination.

Students who complete the Spanish major or minor have career options that include the following areas:

Foreign service, civil service, government jobs, social work, international business, banking, law enforcement, medicine, engineering, law, education, social science, translation, airline services, and personnel.

The minor must include 30 hours, 15 of which must be 300-level courses. It is possible that Spanish 121 or 199 may be substituted for one 300-level course.

## COURSE DESCRIPTIONS

**102. Elementary Spanish.** (5) Fall, Winter, Spring.

A course for beginners with intensive practice in pronunciation, essentials of grammar, and reading of simple prose.

**102. Elementary Spanish.** (5) (On demand)

A continuation of Spanish 101.

**103. Intermediate Spanish.** (5) (On demand)

A review of grammar and syntax with practice in reading selected texts.

**110. Introduction to Hispanic Countries and Cultures.** (5)

A course designed to develop inter-cultural understanding through study of the customs, beliefs, and historical perspectives of Hispanic countries of the western hemisphere. This is a contractual option for general education only for the nontraditional student.

**121. Introduction to Hispanic Civilization.** (5) (On demand)

A study of the art, literature, history, and anthropology of the Spanish-speaking world.

*Prerequisites:* Spanish 101, 102, or consent of the instructor. This course, or Spanish 103, or consent of the instructor prerequisite to all 300-level courses.

**199. Mexican Travel Seminar.** (5-10) (On demand)

A travel-study seminar in cooperation with Interact Travel Seminars in Mexico to provide valuable educational experience through close contact with Mexican contemporary life and its ancient civilizations following basic preparation in history and culture. A program centered in Mexico City, Puebla, Cholula, and Taxco with Mexican and U.S. teaching staff. Some knowledge of Spanish desirable.

**300. Spanish Conversation and Composition.** (5) (On demand)

A course stressing practice in speaking and writing Spanish. Not open to students fluent in Spanish.

**301. Survey of Spanish Literature I.** (5) (On demand)

A study of major writings from the Middle Ages through the seventeenth century.

**302. Survey of Spanish Literature II.** (5) (On demand)

A study of representative novels, plays, and poetry from the eighteenth century through the present.

**303. Survey of Spanish-American Literature.** (5) (On demand)

A survey of Spanish-American literature from the Colonial Period through the present.

**305. Nineteenth Century Spanish Literature.** (5) (On demand)

A study of selected readings from Spanish fiction, poetry, and drama.

**307. Modern Spanish Drama.** (5) (On demand)

A study of the development of the Spanish drama, with emphasis on the major dramatic works of the present century.

**311. Lecturas Explicadas. (5) (On demand)**

A study of selected materials from various genres reflecting the history and culture of Latin America.

**321. Spanish Phonetics. (5) (On demand)**

A study of Spanish sounds with intensive drills in pronunciation. Not open to students fluent in Spanish.

# Speech Communications and Theatre

## INTRODUCTION

The primary goal of the Speech Communications and Theatre department is to achieve the highest artistic standards within the context of a liberal arts educational environment. We strive to achieve this by recognizing both our responsibility to the liberal arts concept and to the professional training of majors. Therefore, the program is designed to serve both the general student populace and department majors. The curriculum provides opportunities for students of all disciplines to improve their communication skills and to develop an appreciation of theatre. For those students anticipating a career in Speech Communications and Theatre, the curriculum provides a strong undergraduate foundation in oral communication, theatre literature, history, performance, and production. Classroom instruction is enhanced through practical experience in the form of fully staged productions each quarter.

Students may also participate in department's Summer Repertory Company, an intensive program in acting, technical theatre, stage management, and other production areas. Productions are performed at the Callaway Gardens Resort, 18 miles south of the college campus, in Pine Mountain, Georgia.

## OBJECTIVES

Students completing a major in Speech Communications and Theatre will have an understanding of the theoretical concepts behind each of the three major divisions within the discipline: oral communication/performance, design/production, and theatre literature/history.

The student will be able to demonstrate a practical knowledge of the theatre through participation in department productions.

The student will know the basic structure and the fundamental philosophical thrust of each of the major dramatic literary movements, from fifth century Greece to contemporary theatre.

The student will demonstrate an awareness of the historical evolution of the theatre and be able to identify the significant trends in theatre architecture, and scenic and costume design.

The student will demonstrate an understanding of the communication's process through a variety of oral presentations.

The student will demonstrate a mastery of the theoretical aspects of the discipline through the completion of a practical project prior to graduation.

## **GRADUATION REQUIREMENTS FOR SPEECH COMMUNICATIONS AND THEATRE MAJOR**

A student graduating with a major in Speech Communications and Theatre must meet all of the following criteria:

- a. Satisfactory completion of all degree requirements as outlined in the catalogue.
- b. A minimum score of 75% on the department comprehensive examination, to be administered prior to a student filing a petition to graduate.
- c. Satisfactory completion of a senior project of either a practical, theoretical, or an academic nature. Projects may include design, directing, and performance proposals, as well as written theses. All proposals must be approved by the department chairperson and are subject to scheduling and faculty supervisory commitments. This project will be reviewed by a three member jury, consisting of two college faculty and one outside adjudicator.
- d. Regular participation in all department production activities including auditions, set and costume construction, production crews and production strikes.
- e. Attend all regularly scheduled departmental meetings and activities including weekly Theatre Workshop sessions.

## **ADMISSION TO SPEECH COMMUNICATIONS AND THEATRE MAJOR**

In order to be admitted as a Speech Communications and Theatre major, a student must meet the following criteria:

- A. Have an overall GPA of 2.0 or better
- B. Writing proficiency — a grade of C or better in English 101 and 102
- C. Oral or Theatrical Proficiency — a grade of C or better in either SPC 105 or SPC 110
- D. Past Participation in Dept. production — recommendation of supervising theatre faculty member; transfer students: provide recommendation from previous theatre professor
- E. Prognosis for Success: an evaluation during SPC 105 or 110 pertinent to:
  - 1) attendance
  - 2) attitude
  - 3) cooperation
  - 4) oral and written skills
  - 5) enthusiasm and dedication to theatre

A student that has not met all of the above criteria may be admitted provisionally. The student admitted provisionally has three quarters in which to meet all criteria.



**REQUIREMENTS FOR MAJOR:**

A total of 72 quarter hours are required for the Speech Communications and Theater major.

Requirements include the following

Spc 101 Drama Survey I	5 hrs.
Spc 102 Drama Survey II	5 hrs.
Spc 105 Fundamentals of Speech	3 hrs.
Spc 110 Essentials of Theatre	5 hrs.
Spc 180 Stagecraft/Lighting	5 hrs.
Spc 182 Costume/Makeup	5 hrs.
Spc 184 Acting I	5 hrs.
Spc 190 Theatre History	5 hrs.
Spc 330 Analysis of Drama	5 hrs.
Spc 360 Principles of Theatrical Design	5 hrs.
Design Option — One of the following:	
Spc 381 Scenic and Lighting Design	
Spc 385 Basic Costume Design/Pattern Drafting	
Electives	<u>20 hrs.</u>
Total	72 hrs.

**REQUIREMENTS FOR A SPEECH COMMUNICATIONS AND THEATRE MINOR**

A minor in Speech Communications and Theatre will consist of 30 course hours selected from departmental offerings. No fewer than 15 hours must be upper division courses (300 level and above).

A maximum of 10 hours of either summer theatre or the combination of summer theatre and practicum may be applied to the major or minor. Any remaining hours may be applied to the general graduation elective requirements.

In addition to the requirements of the department, majors are strongly advised to take courses in Art, Music, Dance, and English to broaden their Theatre and Speech preparation. See department chairperson for specific adjunct courses.

**COURSE DESCRIPTIONS****101. Drama Survey I. (5)**

A survey of Western theatre from its beginning in Hellenistic Greece to the rise of Realism. Selected plays will be read and discussed in terms of their theatrical importance and their interaction with the societies in which they were written.

**102. Drama Survey II. (5)**

A survey of Western theatre from the rise of Realism through contemporary drama. Selected plays will be read and discussed in terms of their theatrical importance and their interaction with the societies in which they were written.

*Drama Survey II may be taken independently of Drama Survey I.*

**105. Speech Fundamentals. (3)** Fall, Winter, Spring.

A course emphasizing development of organizational and delivery skills through individual speaking exercises in a variety of formats including informative, persuasive, impromptu, special occasion and group discussion.

**110. Essentials of the Theatre. (5)**

A course designed to introduce the student to the various aspects of the theatre. Topics include history, design, production, and dramatic structure.

**180. Stagecraft/Lighting. (5)**

A course designed to acquaint the student with the theories and techniques of stage scenery, properties, and stage lighting. Students will be expected to participate in the mounting of a departmental production.

**182. Basic Costuming and Makeup for the Stage. (5)**

A course that acquaints the student with the basic concepts of costuming in general and sewing in particular. It also explores the fundamentals of stage makeup with laboratory experiences that enable the student to practice the principles demonstrated during class time.

**184. Acting I. (5)**

A course designed to introduce the fundamental techniques and principles of acting for the stage. Students will work on both the physical and psychological aspects of acting as they relate to both classical and modern drama.

**190. Theatre History. (5)**

A survey of the development of theatre from its beginnings to the modern period.

**272. Creative Dramatics. (5)**

A course which introduces the student to an improvisational, nonexhibitional, process-centered form of drama designed to promote personal growth and educational development in young children. This course will combine workshop experiences with practical classroom opportunities. *Recommended for early childhood and primary education majors.*

**283. Stage Management and Play Production. (5)**

A course designed to provide the student with an introduction to, and basic training in, the areas of stage management and play production. The course includes discussion of management and production theory and practical exercises.

**285. Theatre Practicum. (5)**

A course designed to provide opportunities for participation in various aspects of dramatic production. (May be repeated twice for credit.)

*Prerequisite:* Consent of instructor.

**300-301. Summer Theatre Repertory Company. (10)**

*Prerequisite:* Consent of instructor.

**302-303. Summer Theatre Repertory Company. (10)**

*Prerequisite:* Consent of instructor.

**310. Fundamentals of Playwriting. (5) (On demand)**

A course designed to stimulate critical and creative faculties through the preparation of original material for the theatre. Students will be guided in the completion of writing a one-act play.

*Prerequisite:* Consent of instructor.

**320. Phonetics. (5)**

A study of the International Phonetic Alphabet as a means of analyzing and correcting problems in speech development and as a device to augment listening ability and perception.

**321. Advanced Public Speaking. (5)**

A course designed to guide the student in researching and using evidence in public speaking situations. Emphasis will be placed on the development of speech writing and delivery skills.

*Prerequisite:* Spc 105.

**322. Persuasion. (5)**

A study of the principles of persuasion. In this course the student will develop skills in preparing and analyzing persuasive messages, and in making ethical choices concerning their use.

*Prerequisite:* Spc 105.

**324. Discussion and Group Leadership. (5)**

A study of principles and techniques involved in group problem-solving. The course is designed to help the student work effectively in a committee environment.

**330. Analysis of Drama. (5)**

A study of the major genres of dramatic literature through the application of various interpretive models. Tragedy, comedy, and tragi-comedy will be approached from the perspective of the designer, actor, and director.

**331. Oral Interpretation of Literature. (5)**

A course designed to enable the student to communicate his interpretation of a literary work to an audience through the development of appropriate skills.

**343. Drama in the Schools. (5) (On demand)**

A course designed to provide students in the performing arts, and elementary and secondary education with leadership experience in dramatic activities designated for young audiences.

**351. Acting II. (5)**

A continuation of Spc 184, with increased emphasis on the performer's development of techniques for characterization. The course will focus in greater detail on individual character analysis as it pertains to specific textual demands.

*Prerequisite:* Spc 184.

**360. Principles of Theatrical Design. (5)**

A course that introduces the student to drawing and drafting skills in preparation for the task of design. These skills include perspective and figure drawing, drawing with highlight and shadow, the use of color, and selected rendering materials and techniques.

**370. Fundamentals of Directing. (5)**

A course designed to introduce students to the director's function in interpreting, planning, and staging a play. The course includes theoretical discussion of directing techniques as well as practical directing experiences.

*Prerequisite:* Spc 184.

**371. Children's Theatre. (2)**

A study of the theories, principles, and techniques of producing dramatizations for children. Students will be expected to participate in the staging of a theatrical production.

**381. Scenic and Lighting Design for the Stage. (5)**

This course will provide the student with a series of practical design projects related to both stage scenery and lighting. The student will have the opportunity to develop designs from conceptualization to presentation.

*Prerequisite:* Spc 360.

**385. Basic Costume Design and Pattern Drafting. (5)**

A course that acquaints the student with the basic skills needed to design theatrical costumes and to draft patterns for costumes.

*Prerequisites:* Spc 182 and Spc 360.

**484. Production Seminar. (5)**

A course designed to offer graduating seniors the opportunity to complete project proposals in acting, directing, design (scenic, lighting, and costume), and theatre studies. Projects will be adjudicated by a panel of three faculty members, one of which will be an off-campus professional.

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# Faculty, Trustees and Administration

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## Faculty

### SPRING 1989

Nancy Thomas Alford (1969)  
 Assistant Professor of Health,  
 Physical Education and  
 Recreation; Dean of  
 Student Development  
 B.S., Georgia College at Milledgeville;  
 M.S., University of Tennessee

John W. Anderson (1971)  
 Professor of Political Science  
 Chairman of Social and  
 Behavioral Sciences Division  
 B.S., Johnson State College; M.S., Florida  
 State University; Ph.D., Emory University

Ann Clark Bailey (1959)  
 Associate Professor of Modern  
 Foreign Languages  
 A.B., Wake Forest College; M.A., Emory  
 University; University of Georgia

Mary Kathryn Bates (1984)  
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 B.S.N., Florida Southern College  
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 Catalog Librarian  
 A.B., West Georgia College; M.L.S.,  
 George Peabody College for Teachers

Adolfo Benavides (1986)  
 Associate Professor of  
 Business Administration  
 and Economics  
 B.B.A., University of Puerto Rico; M.A.,  
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Jon Birkeli (1987)  
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Edward K. Bowen (1986)  
 Associate Professor of  
 Speech Communications  
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 B.T., Willamette University; M.A.,  
 Western Oregon State College;  
 Ph.D., University of Stirling

Vernon S. Brown, Jr. (1982)  
 Assistant Professor of Art  
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Julia B. Burdett (1976)  
 Assistant Professor of Social Work  
 A.A., Brewton Parker Jr. College; B.A.,  
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Joseph J. Cafaro (1984)  
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 Florida State University

Martha M. Estes (1982)  
 Assistant Professor of Music  
 B.M., Greensboro College; M.A.,  
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Charles H. Evans (1981)

Associate Professor of  
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B.S., University of Georgia; M.S.,  
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B.A., Central Wesleyan College;  
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Santiago A Garcia (1977)

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Education and Psychology

B.A., Tulane University; M.A., San Jose  
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Georgia Southwestern College; B.B.A.,  
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Associate Professor of Science

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A.B., Houghton College; Temple School  
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B.A., University of Arkansas-Little Rock; M.F.A., Louisiana State University

Zachary Taylor, Jr. (1956)

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B.A., University of Alabama; University of North Carolina; University of Alabama; Ph.D., University of Illinois

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Murial B. Williams (1963)

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A.B., M.A., Ph.D., University of Alabama; Duke University; University of London; Yale University; Brown University

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B.S., M.S., Troy State University

## Adjunct Faculty

Sue M. Duttera

Assistant Professor of Chemistry  
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Marcus N. Gewinner  
Professor

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Hospital; Massachusetts Mental Health  
Center; Boston State Hospital; Ph.D.,  
Boston University; Winfield State Hospital  
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Iowa; San Diego State College; California  
Western Campus of United States Inter-  
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 Professor of Modern Languages  
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A. B., Emory University; M.Div., Candler School of Theology; LL.D.,  
Bethune-Cookman College; D.D., LaGrange College
- Executive Secretary to the President . . . . . Virginia D. Burgess (1962)  
LaGrange College

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- Associate Dean of Student Development ..... Charles A. Lincoln (1986)  
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- Director of Placement Services ..... Lura Berry (1988)  
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- Residence Hall Director ..... Thomas H. Findley (1987)  
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- Residence Hall Director ..... Effie Rasnick (1984)
- Residence Hall Director ..... Joneita Byce (1988)  
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B.S., Samford University; University of Alabama
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B.A., LaGrange College
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B.A., LaGrange College
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- Office Assistant .....Sylvia A. Smith (1985)  
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B.A., LaGrange College
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- Assistant Manager of Book Store .....Darlene R. Weathers (1988)

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- Director of Student Financial Planning .....Kaye G. Storey (1986)  
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- Director .....Julia T. Dyar (1978)  
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- Secretary to the Director .....Clara Mae W. Towns (1962)  
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- Secretary to Director of Alumni Office .....Angela Parmer (1986)  
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- Secretary, Alumni & Senior Placement Office...Susan A. Hancock (1975)  
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- Librarian ..... Frank R. Lewis (1973)  
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- Reference Librarian ..... Judith D. Ross (1988)  
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- Circulation Manager ..... Glenda H. Dudley (1986)
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- Maintenance Supervisor ..... Modie M. Woodyard (1964)
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## June 3, 1989

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 Mary Ellen Parkins  
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 Betsy Ruth Sutherland  
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 Richard A. Vogel  
 Angela L. Wade  
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 Chalton O. Askew  
 Ashley Shane Akins  
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 Donald William Baine  
 David Shane Barber  
 Vikki Ann Barnes  
 William Kent Barron  
 Mary Elizabeth Bell  
 Donald Dean Bennett  
 Joel Robert Blalock  
 John Patrick Bolin  
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 Shirley Wright Bowen  
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 Reginald Tracy Caldwell  
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 David Michael Cason  
 Richard Clark  
 Kenneth King Cline  
 Holly Elizabeth Cohen  
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 Kenneth M. Corley  
 Karin Kell Crawford  
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Eric William Pittman  
Kenneth Walter Porter  
Lisa Ann Sams  
Charmaine Terese Smith  
Kathryn Ann Smith  
Margaret Maria Tinsley  
Sereda Dee Trammell

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Jaimie Allan Davis  
Owen D. Edge, IV  
Valeria Lynn Mills

Takahiro Nakai  
Kimberly Jane Railey  
Naoki Yamashita

### **Master Of Business Administration Degrees**

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Precha Meelaphsom

Judith Keyser Merrill

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Nancy Marshall Chippendale  
Carole Ann Enright  
Sheril E. Higgins  
Robbye J. Howard  
Julia Horne Howell  
Margaret O'Gwynn Hurd

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Cindy Notch Riley  
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Catherine Stuart Conway Thompson  
Elizabeth J. Trawick  
Chantris LaPam Woods

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Nancy Lillian Clark  
William Richard Floyd  
Byron Henley Mathews, Jr.

Doctor of Humane Letters  
Doctor of Divinity  
Doctor of Laws

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